

AP English Language & Composition

#KHSBIGSummerRead 2018-2019

Welcome to AP English Literature and Composition--I look forward to working with you beginning this summer. The nature of this assignment will require you to read and respond throughout the summer, as these texts will serve as touchstones throughout the fall and into AP Lit next year. In order to have a productive start to your school year, you must complete this assignment to the best of your ability. Your work should always reflect careful, attentive reading and insight. **Book A work is due throughout the summer; Book B work will be due Friday, Aug. 24; Book C work is due on the first day of school.** Have a fun, safe, and productive summer!

And because education is a year-round and life-long endeavor . . . please **read (3) books (1 title from an AP list, 1 collection of essays, & 1 non-fiction selection)** over the summer for your course of study (see attached for titles).

Why read during the summer?

- Researchers have proven that reading increases vocabulary and that reading and writing skills are inextricably connected to each other.
- Good writers are good readers. Written and oral communication is most effective when you have a command of language and a broad vocabulary; reading gives you exposure to descriptive and rich vocabulary used in well-written and powerful phrases and sentences.
- The accuracy and effectiveness of your communication is determined by your ability to read critically.
- Reading can be one of the most satisfying and personal life-long habits you will ever develop.
- Reading gives you knowledge and knowledge is power.

Book A—Twitter Study Hashtag: #KHSBigSummerRead

>You do not have to use your personal Twitter Account; you may set up an alternative account for this assignment and future coursework (either way, please set to “public” so that I can see you). Complete the Google Form to let me know where to find your Tweets (see Remind for link). PS—and don't worry . . . I won't follow your acct; I'll find your work via the hashtag #KHSBigSummerRead (so please include it!).

Participate these (9) times or more throughout the summer* (please post @ least twice/month)

1. Tweet at least (3) memorable quotes.
2. Retweet an article related to your **Book A** title (Malcolm, Alexander, or Whitehead) and **briefly** describe how it links to the book.
3. Ask @ least (1) question about what you have read so far.
4. Respond to @ least (3) different peers.
5. Confidently answer and summarize (1) of the critical thinking questions in one tweet (found at bottom of page)

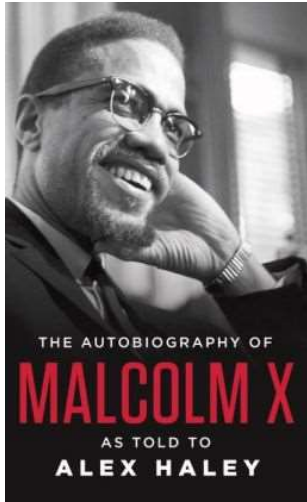
*“Throughout the summer” means from **Friday, June 1 - Friday, August 17.**

Critical Thinking Questions:

1. How does the author's background inform this book?
2. How does this book connect to another book you've read or something you've studied?
3. Why do you think the author felt compelled to write this book?
4. How is this book relevant to today?
5. Should this book be required reading for Kirtland English students?

Book A (choose one):

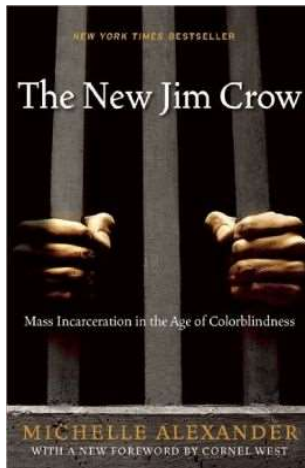
**a brief note on academic integrity—I have the internet, too. I look forward to reading your reactions to your summer reading; I don't want to read regurgitations from Sparknotes or the like. Kirtland HS takes academic dishonesty seriously; you may wish to review consequences for violations (kinda ugly). Let this be the last time we need to mention such things . . .*



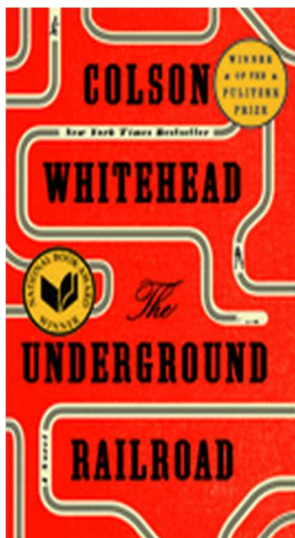
ONE OF *TIME'S* TEN MOST IMPORTANT NONFICTION BOOKS OF THE TWENTIETH CENTURY

With its first great victory in the landmark Supreme Court decision *Brown v. Board of Education* in 1954, the civil rights movement gained the powerful momentum it needed to sweep forward into its crucial decade, the 1960s. As voices of protest and change rose above the din of history and false promises, one voice sounded more urgently, more passionately, than the rest. Malcolm X—once called the most dangerous man in America—challenged the world to listen and learn the truth as he experienced it. And his enduring message is as relevant today as when he first delivered it.

The New Jim Crow by Michelle Alexander



Once in a great while a book comes along that changes the way we see the world and helps to fuel a nationwide social movement. *The New Jim Crow* is such a book. Praised by Harvard Law professor Lani Guinier as "brave and bold," this book directly challenges the notion that the election of Barack Obama signals a new era of colorblindness. With dazzling candor, legal scholar Michelle Alexander argues that "we have not ended racial caste in America; we have merely redesigned it." By targeting black men through the War on Drugs and decimating communities of color, the U.S. criminal justice system functions as a contemporary system of racial control—relegating millions to a permanent second-class status—even as it formally adheres to the principle of colorblindness. In the words of Benjamin Todd Jealous, president and CEO of the NAACP, this book is a "call to action."



The Underground Railroad by Colson Whitehead

Winner of the Pulitzer Prize and the National Book Award, the #1 *New York Times* bestseller from Colson Whitehead, a magnificent tour de force chronicling a young slave's adventures as she makes a desperate bid for freedom in the antebellum South

"[A] potent, almost hallucinatory novel that leaves the reader with a devastating understanding of the terrible human costs of slavery. It possesses the chilling matter-of-fact power of the slave narratives collected by the Federal Writers' Project in the 1930s, with echoes of Toni Morrison's *Beloved*, Victor Hugo's *Les Misérables*, Ralph Ellison's *Invisible Man*, and brush strokes borrowed from Jorge Luis Borges, Franz Kafka and Jonathan Swift . . . He has told a story essential to our understanding of the American past and the American present."

Summer Read—Book B (your choice!)
Combining good food, good conversation, and good literature!
(*adapted from Catlin Tucker)

The second book from your summer reading assignment is your choice from the **AP list** (link below). This second portion of your summer reading will conclude with an informal book club-style chat. You will share your reflections and observations with your classmates in a small group while relaxing and eating a dish inspired by your book. My hope is that your conversations will expose your group to a book they would not otherwise know about, and you will walk away with new-to-you book titles you are excited to read—

*AP students, please see link for prospective titles (scroll down for “frequently appearing” list):
<http://mseffie.com/AP/APtitles.html>

*please have the following prepared (parts 3 & 4 should be typed) and in hand for Friday, August 24.

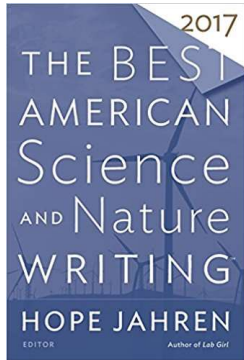
The project for your second summer reading book consists of four parts:

1. **The Passage: Hook your group members . . .** Choose a striking, exciting, or descriptive passage to read to your group. The passage should be long enough (at least a page in length) to reveal something interesting about a situation in the story (element of the plot) or provide insight into a main character.
2. **Visual Book Promo:** A picture is worth a thousand words . . . Create a small 8x11 (size of a piece of computer paper) “poster” with the title of the book, the author, and at least **one symbol (or token)** incorporated into your collage or drawing (be sure to include your name). This poster should be neat, original (don’t just download something you found—create it!), creative, and accurate and will be displayed so you can see all the books your peers are currently reading.
3. **Honest Reaction: Is this book worth reading?** Write a one-page reflection (@ least 300 words) about your book. This reflection should focus on your reaction to the book. Did you enjoy this book? Why or Why not? Did you connect with the subject of the book or with a character in the book? What was your favorite part of the book? Why? Would you recommend this book to a classmate? Why or why not? What type of reader would enjoy this book?
4. **The Perfect Dish: This book makes me crave . . .** Choose a type of food, dish or beverage that you think goes nicely with this particular book and bring it in to share. Is there a scene that involves a particular type of food? Are the characters from a distinct cultural background that specializes in a particular type of food? Is your story sad or emotionally draining and therefore results in cravings for “comfort food”? Is your book a teen-read where the character is addicted to pizza or popcorn flavored jelly beans? Is your action adventure taking place on a climb to Mt. Everest where the characters only have access to Cliff Bars or freeze dried meals? Look at the details in your book and come up with something creative to share with your group of approximately 5 peers. Write a short explanation (about ½ pg) of how this food goes with your book.

The Grade:

- Quality of passage & overall group conversation (thoughtful, engaging)
- Quality of visual (“Eye”-catching, carefully created)
- Quality of reflection/critique (honest, personal, specific)
- Food & explanation of why you chose this particular food or drink (thorough, considered)

Book C—*Best American Science and Nature Writing 2017*. Hope Jahren, ed.



“Undeniably exquisite . . . Reveal[s] not only how science actually happens but also who or what propels its immutable humanity.”

—Maria Popova

“An excellent introduction to the key issues in science today.”

—P. D. Smith, *Guardian*

“[A] stellar compendium . . . Delightful to read.”

—*Publishers Weekly*, starred review

Jahren (*Lab Girl*) curates an outstanding selection of science writing from the past year in the latest volume of the series. Part one, Emergent Fields, covers new areas of scientific interest. Here, Maria Konnikova’s “Altered Tastes” investigates the subject and implications of neurogastronomy, while Kim Tingley’s “The Secrets of the Wave Pilots” looks at the ancient Pacific art of ocean navigation. The second section, Changing Land and Resources, groups together articles linked by environmental issues. For example, Tom Kizzia’s “The New Harpoon” and Elizabeth Kolbert’s “A Song of Ice” examine the effects of climate change on the Iñupiat in Alaska and the Inuit in Greenland. The last section, The “Real Life” of Scientists, is the anthology’s most accessible and focuses on practitioners. Sexual harassment blights the world of science, as highlighted in Azeen Ghorayshi’s “He Fell in Love with His Grad Student—Then Fired Her for It” and Kathryn Joyce’s “Out Here, No One Can Hear You Scream.” Other articles celebrate scientists, including David Epstein’s “The DIY Scientist, the Olympian, and the Mutated Gene,” a profile of amateur scientist Jill Viles, and Sonia Smith’s “Unfriendly Climate,” a piece on evangelical Christian climate scientist Katharine Hayhoe. The variety and skill of these articles should please a wide swath of science readers. (Oct. 2017) *Publishers Weekly*

Hope Jahren, guest editor, is an award-winning scientist and the best-selling author of *Lab Girl*. She lives in Oslo, Norway.

Tim Folger, series editor, is a contributing editor at *Discover* and writes about science for several magazines.

***note:** you only need to annotate your reading in this collection of essays. Please bring your marked up copy to class; it should be one of the first things we work with.

Our list of prospective titles (if you would like to read ahead): *The Crucible*; *The Adventures of Huckleberry Finn*; *Zen and the Art of Motorcycle Maintenance*; *Hamlet*; *A Doll’s House*; *The Awakening* (definite maybe); *The Great Gatsby*; *The Things They Carried*.
(no need to buy these listed titles in advance—copies will be provided)

Should you have any questions, feel free contact me via the Remind app or email me at eric.eye@kirtlandschools.org

