

AP English Language & Composition

#KHSBIGSummerRead 2016-2017

(s/o to Ms. Duncan, Ms. Berry, & Ms. O'Donnell)

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. 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 reading and insight.

Book A work is due throughout the summer; Book B work will be due Friday, Aug. 26; Book C work is due on the first day of school. Have a fun, safe, and productive summer!

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.

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).

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. Complete the survey to let me know where to find your Tweets:

<http://goo.gl/forms/9Y4LqWnY7hGIL27H3>

Participate these 9 times or more throughout the summer*

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

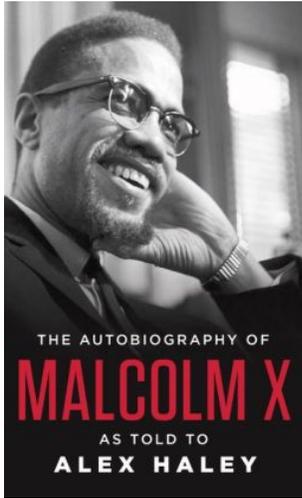
****"Throughout the summer" means from Friday, June 3 - Friday, August 19.**

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 English 11 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 . . .*

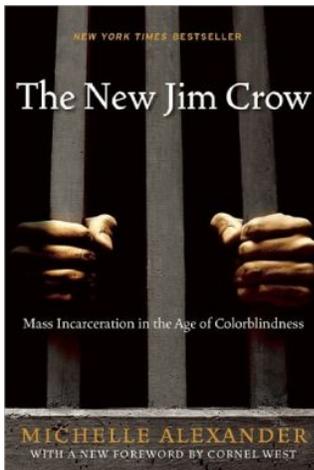


ONE OF *TIME*'S TEN MOST IMPORTANT NONFICTION BOOKS OF THE TWENTIETH CENTURY

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

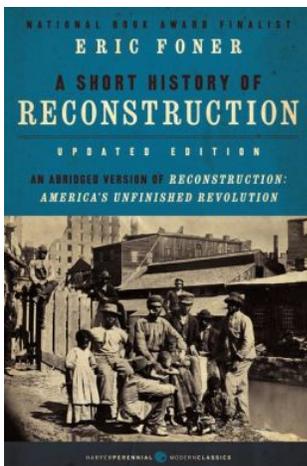
Once in a great while a book comes along that changes the way we see the world and helps to fuel a nationwide social movement. *The New Jim Crow* is such a book. Praised by Harvard Law professor Lani Guinier as "brave and bold," this book directly challenges the notion that the election of Barack Obama 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."



A Short History of Reconstruction, 1863-1877 by Eric Foner

From the "preeminent historian of Reconstruction" (**New York Times Book Review**), a newly updated AND abridged edition of the prizewinning classic on the post-Civil War period that shaped modern America

In this updated edition of the abridged **Reconstruction**, Eric Foner redefines how the post-Civil War period was viewed.



Reconstruction chronicles the way in which Americans—black and white—responded to the unprecedented changes unleashed by the war and the end of slavery. It addresses the quest of emancipated slaves searching for economic autonomy and equal citizenship, and describes the remodeling of Southern society, the evolution of racial attitudes and patterns of race relations, and the emergence of a national state possessing vastly expanded authority and committed, for a time, to the principle of equal rights for all Americans.

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 be sharing your self-selected book with your fellow classmates while relaxing and eating a dish inspired by your book. You will share your reflections and observations about what you have read with your group. 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 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 26.

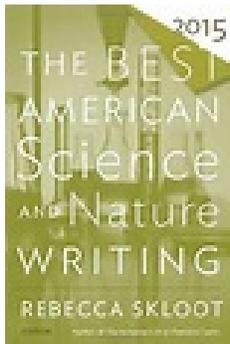
The project for your second summer reading book consists of 4 parts:

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 2015*. Rebecca Skloot, 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

The next edition in a series praised as “undeniably exquisite” (Maria Popova), *The Best American Science and Nature Writing 2015* includes work from both award-winning writers and up-and-coming voices in the field. From Brooke Jarvis on deep-ocean mining to Elizabeth Kolbert on New Zealand’s unconventional conservation strategies, this is a group that celebrates the growing diversity in science and nature writing alike. Altogether, the writers honored in this year’s volume challenge us to consider the strains facing our planet and its many species, while never losing sight of the wonders we’re working to preserve for generations to come.

REBECCA SKLOOT's award-winning science writing has appeared in the *New York Times Magazine* and elsewhere. Her book, *The Immortal Life of Henrietta Lacks*, was an instant *New York Times* bestseller. It was named a best book of 2010 by more than sixty media outlets, including *Entertainment Weekly* and NPR, and by the National Academies of Science and the American Association for the Advancement of Science, among others. Skloot is currently writing a book about humans, animals, science, and ethics.

TIM FOLGER, series editor, is a contributing editor at *Discover* and writes about science for several magazines (*blurbs and other content from Amazon*).

***note:** you only need to annotate your reading in this collection of essays (see following). 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