

## **2019 Summer Reading Assignments**

Badin English Department

### **Freshmen**

CP: *Love That Dog* by Sharon Creech

ACP: *The Bus 57: A True Story of Two Teenagers and the Crime That Changed Their Lives* by Dashka Slater

Honors: *Uglies\** by Scott Westerfeld and *I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)\** by Malala Yousafzai & Patricia McCormick

### **Sophomores**

CP – *Dear Martin* by Nic Stone

ACP – *To Kill A Mockingbird\** by Harper Lee

Honors – *To Kill A Mockingbird\** by Harper Lee and *Of Mice and Men* by John Steinbeck

### **Juniors**

CP – *Animal Farm* by George Orwell

ACP – *A Painted House\** by John Grisham

AP - *A Painted House\** by John Grisham

### **Seniors**

CP – *The House on Mango Street* by Sandra Cisneros

ACP – *Outliers* by Malcolm Gladwell

AP – *The Stranger\** by Albert Camus; *A Doll's House\** by Henrik Ibsen

\* indicates used copies are on sale in the main office.

***Please note - Junior and Senior AP students will also be responsible for a written assignment to accompany their summer reading. Please scroll down to see attached assignments for Junior AP English Language and Composition and for Senior AP English Literature and Composition.***

**AP ENGLISH LANGUAGE AND COMPOSITION**  
**2019-2020 Summer Reading and Essay Assignment**

The following essay assignment should be completed and emailed to Mrs. Jeffcoat at [kjeffcoat@badinhs.org](mailto:kjeffcoat@badinhs.org) by Sunday, August 11, 2019. Your essay should be typed following the MLA format, which requires a specific header and a title. Use 12 point font, Times New Roman, and double space the essay. Your essay should be 4-5 paragraphs in length and no longer than 2-3 typed pages. All essays will be sent to *turnitin.com* after being submitted to Mrs. Jeffcoat.

Used copies of the novel *A Painted House* by John Grisham can be purchased in the school office at a reduced price on a first come, first served basis.

Choose ONE of the following prompts for your essay topic.

1. Luke Chandler is exposed to events that many adults have never even seen. What is the effect of reading about these circumstances--from a difficult childbirth to the possibility of financial ruin- through the eyes of a seven year-old narrator?
2. Several generations of women are presented in *A Painted House*, including Gran, Luke's mother, and Tally. How do contemporary women compare to those three characters?
3. How does your opinion of Cowboy change throughout the novel? What do you think attracts Tally to him? How did you react to his final showdown with Hank?
4. Discuss the role of Ricky in *A Painted House*. Though we never meet him directly, he does play a key part in the progress of the plot. What is the effect of his absence, and the letter writing it inspires? In what way does his experience differ from that of a modern soldier?
5. In what way is the community of Black Oak a snapshot of the world at large?

**AP ENGLISH LITERATURE AND COMPOSITION**  
**2018-2019 Summer Reading and Essay Assignment**

*The Stranger* by Albert Camus - Quote Analysis. Due on the first day of school.

The essence of AP English Literature and Composition is to analyze the significance of a text. To analyze well, we must examine how the construction of the text creates the meaning of the text. In other words, we must consider what literary devices the author has utilized to create the significance of the passage. In general, important devices to consider are concepts such as tone, diction, figurative language, point of view, syntax, repetition, use of contrast (antithesis), and irony. Of course, there are also many other literary devices to consider.

On a piece of loose leaf paper, rewrite by hand the quotes below and then offer an analysis of each. Remember, you are writing an analysis, not a reflection. Do not relate the quote to your own life or say why you like or do not like it - stick to an explanation of the significance of the lines. Why is it important? How does Camus construct it? How does it help portray the overall meaning of the text? Note any literary devices that Camus uses to convey his meaning (such as the devices mentioned above or any others that you notice).

1. Maman died today. Or yesterday maybe, I don't know (Part 1, chapter 1).
2. It occurred to me that anyway one more Sunday was over that Maman was buried now, that I was going back to work, and that, really, nothing had changed (Part 1, chapter 2).
3. I would rather not have upset him, but I couldn't see any reason to change my life. Looking back on it, I wasn't unhappy. When I was a student, I had lots of ambitions like that. But when I had to give up my studies I learned very quickly that none of it really mattered (Part 1, chapter 5).
4. The scorching blade slashed at my eyelashes and stabbed at my stinging eyes. That's when everything began to reel. The sea carried up a thick, fiery breath. It seemed to me as if the sky split open from one end to the other to rain down fire. My whole being tensed and I squeezed my hand around the revolver. The trigger gave; I felt the smooth underside of the butt; and there, in that noise, sharp and deafening at the same time, is where it all started. I shook off the sweat and sun. I knew that I had shattered the harmony of the day, the exceptional silence of a beach where I'd been happy. Then I fired four more times at the motionless body where the bullets lodged without leaving a trace. And it was like knocking four quick times on the door of unhappiness (part 1, chapter 6).
5. CHOOSE A QUOTE OF YOUR OWN TO ANALYZE.