

AP Language & Composition Summer Reading Assignment

Welcome to AP Language and Composition! I am very excited to have you in class this year. The following AP reading list was developed using recommendations from College Board, AP English Language curriculum, and award-winning non-fiction with a Lexile score of 1000 or above. *The content of these books can be sensitive in nature. Parents are advised to review the list, read summaries of the books, and assist students in determining which books are appropriate for them.*



The Summer Reading Argument Activity will be the first graded assignment for students, and it is due the first day of school.

Digital copies of the books are not recommended. Students cannot use technology during in-class writing.

- All books are available in audio format on Amazon Audible for free with a 30-day trial. This can be used as an accompaniment to the actual book.

If you have any questions please feel free to email me or stop by my room (506). If you email over the summer it may take me a little while to respond as I only check my email about once a week.

Sincerely,
Mrs. Allison Allen
allison_allen@amherstk12.org

Step One: Choose and read ONE non-fiction book from the list.

Step Two: Complete the Summer Reading Argument Activity, identifying the argument and various components of the text (with page numbers). Come to class on the first day of school ready to submit your assignment and complete the related presentation and essay.

Join Google Classroom with Code **gn3zfk** to access your activity.

Step Three: Annotate your readings to use as evidence in your writing. Prompts will be given in class, no outline or notes will be permitted for in-class essays. Bring your book to class and be prepared to write. Annotation tips are listed below.

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Book List

Autobiography / Memoir/ Biography

- Amoruso, Sophie. *#Girlboss*. (It was there that Sophia decided to start selling vintage clothes on eBay. Eight years later, she is the founder, CEO, and creative director of Nasty Gal, a \$100 million plus online fashion retailer with more than 350 employees.)
- Arana, Marie. *American Chica: Two Worlds, One Childhood*. (The author discusses her childhood as the daughter of a Peruvian father and American mother.)
- Ashe, Arthur. *Days of Grace*. (Ashe's personal struggles with prejudice and AIDS.)
- Beals, Melba Pattillo. *Warriors don't cry: A searing memoir of the battle to integrate Little Rock's Central High*. (A riveting true story of an embattled teenager who paid for integration with her innocence.)
- Chen, Da. *Colors of the Mountain*. (I was born in Southern China in 1962, in the tiny town of Yellow Stone...)
- Cheng, Nien. *Life and Death in Shanghai*. (Imprisonment, resistance, justice.)
- Drakulic, Slavenka. *Café Europa*. (Idiosyncratic look at westernized ex-communist countries.)
- Gawande, Atul. *Complications*. (A surgeon writes about his 'craft'.)
- Hillenbrand, Laura. *Unbroken: A World War II Story of Survival, Resilience, and Redemption*. (A biography of Olympic runner and World War II bombardier, Louis Zamperini.)
- Isaacson, Walter. *Benjamin Franklin: An American Life*. (Insightful bio of his career and relationships.)
- Koppel, Lily. *Red Leather Diary: Reclaiming a Life Through the Pages of a Lost Journal*. (Journalist Lily Koppel describes her efforts to find the owner of a red leather diary, written in the early 1930s.)
- Krakauer, Jon. *Under the Banner of Heaven*. (Violent religious extremism in our own country.)
- McBride, James. *The Color of Water*. (A tribute to his remarkable mother.)
- McCourt, Frank. *Angela's Ashes*. (Poverty, starvation, and exuberance in depression Ireland.)
- McCullough, David. *John Adams*. (Palace intrigue, scandal, and political brilliance.)
- Mortenson, Greg and David Oliver Relin. *Three Cups of Tea: One Man's Mission to Promote Peace One School at a Time*. (Sheltered and nursed in a remote mountain village, author vows to return to build schools throughout Pakistan and Afghanistan.)
- Murray, Liz. *Breaking Night: A Memoir of Forgiveness, Survival, and My Journey from Homeless to Harvard*. (Liz Murray, who was homeless at the age of fifteen and had drug-addicted parents, reflects on how she overcame obstacles and eventually attended Harvard University.)
- Nafisi, Azar. *Reading Lolita in Tehran: A Memoir in Books*. (Describes growing up in the Islamic Republic of Iran and the group of young women who came together at her home in secret every Thursday to read and discuss great books of Western literature.)
- Wolff, Tobias. *This Boy's Life*. (Somber, dark funny story of growing up in the '50's.)
- Wright, Richard. *Black Boy*. (Wright's once controversial, now celebrated autobiography measures the raw brutality of the Jim Crow South against the sheer desperate will it took to survive as a Black boy.)

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Nature / Adventure / Science

- Firlik, Katrina. *Another Day in the Frontal Lobe: A Brain Surgeon Exposes Life on the Inside*. (Honest appraisal of work as a doctor.)
- Griffin, John Howard. *Black Like Me*. (In the Deep South of the 1950's, a color line was etched in blood across Louisiana, Mississippi, Alabama, and Georgia. Journalist John Howard Griffin decided to cross that line.)
- Junger, Sebastian. *The Perfect Storm*. (Swordfish boat vs. Mother Nature)
- Kinder, Gary. *Ship of Gold in the Deep Blue Sea*. (Engineer's scheme to salvage \$1 billion.)
- Krakauer, Jon. *Into Thin Air*. (Everest climb gone wrong.)
- Lamott, Anne. *Bird by Bird*. (Practical advice for aspiring writers and life in general.)
- Larson, Erik. *Isaac's Storm*. (1900 hurricane still deadliest of all time.)
- Menzel, Peter and Faith D'Aluisio. *Hungry Planet: What the World Eats*. (Photo-chronicle of families around the world, the food they eat, and how uncontrollable forces like poverty, conflict and globalization affect our most elemental human need – food.)
- Schlosser, Eric. *Fast Food Nation: The Dark Side of the All-American Meal*. (The jaw-dropping exposé on how America's fast food industry has shaped the landscape of America.)
- Skloot, Rebecca. *The Immortal Life of Henrietta Lacks* (Story of a woman whose cancerous cells were developed in culture without her knowledge and became the HeLa line scientists used in researching some of the most important and astounding medical discoveries of the 20th century.)
- Thompson, Gabriel. *Working in the Shadows: A Year of Doing the Jobs (Most) Americans Won't Do* (Author works in various unskilled labor jobs providing engaging and gruesome details.)
- Werbach, Adam. *Act Now, Apologize Later*. (Former Sierra Club pres. On steps to stop environment loss.)

Sports

- Asinof, Eliot. *Eight Men Out: The Black Sox and the 1919 World Series*. (The scandal and damage caused.)
- Conroy, Pat. *My Losing Season*. (Famous author on his senior year at The Citadel.)
- Dent, Jim. *The Junction Boys*. (10 days in training camp with Bear Bryant.)
- Foer, Franklin. *How Soccer Explains the World*. (Soccer is much more than a game, or even a way of life.)
- Hillenbrand, Laura. *Seabiscuit*. (Sports biography of a great American racehorse in Depression-era America.)
- Krakauer, Jon. *Where Men Win Glory: The Odyssey of Pat Tillman*. (Pat Tillman walked away from a multimillion-dollar NFL contract to join the Army and became an icon of post-9/11 patriotism.)
- Lewis, Michael. *Moneyball*. (How Oakland A's general manager is changing baseball.)
- McDougall, Christopher. *Born to Run*. (Isolated by Mexico's deadly Copper Canyons, the blissful Tarahumara Indians have honed the ability to run hundreds of miles without rest or injury.)
- Powell, Robert Andrew. *We Own This Game*. (Pop Warner football in Miami run by race, politics, money.)

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- Reynolds, Bill. *Fall River Dreams*. (Team searches for glory, town searches for soul.)
- Riley, Rick. *Who's Your Caddie?* (Sports Illustrated writer caddies for famous people.)
- Shapiro, Michael. *The Last Great Season*. (Brooklyn Dodgers 1956 pennant race.)

History / Social Sciences

- Almond, Steve. *Candyfreak: A Journey Through The Chocolate Underbelly Of America*. (A self-proclaimed candy fanatic and lifelong chocoholic traces the history of some of the much-loved candies from his youth, describing the business practices and creative candy-making techniques of some of the small companies.)
- Ansari, Aziz. *Modern Romance*. (A hilarious, thoughtful, and in-depth exploration of the pleasures and perils of modern romance.)
- Bayoumi, Moustafa. *How does it feel to be a Problem?: Being Young and Arab in America*. (An eye-opening look at how young Arab- and Muslim-Americans are forging lives for themselves in a country that often mistakes them for the enemy.)
- Ehrenreich, Barbara. *Nickle and Dimed: On (Not) Getting by in America*. (A modern classic that deftly portrays the plight of America's working-class poor.)
- Friedman, Thomas. *The World is Flat: A Brief History of the Twenty-first Century* (Advances in technology.)
- Gladwell, Malcolm. *The Tipping Point*. (Explains why changes in society occur suddenly.)
- Gladwell, Malcolm, David and Goliath, *Outliers*. (In this stunning new book, Malcolm Gladwell takes us on an intellectual journey through the world of "outliers"--the best and the brightest, the most famous and the most successful.)
- Gwynne, S.C. *Empire of the Summer Moon: Quanah Parker and the Rise and Fall of the Comanches, The Most Powerful Indian Tribe in American History* (War with Comanches, story of Cynthia Parker whose son became the last and greatest chief of the Comanche tribe.)
- Huggington, Arianna. *Pigs at the Trough*. (What to do about greedy CEOs and politicians.)
- Lewis, Bernard. *The Crisis of Islam*. (Origins of 9-11 thru history of conflict between Islam and West.)
- Levitt, Stephen and Stephen Dubner. *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. (Interesting illumination of mysteries of everyday life.)
- Marquez, Gabriel Garcia. *Notes on a Kidnapping*. (Investigation behind Pablo Escobar's terror.)
- Menzies, Gavin. *1421: The Year China Discovered America*. (Discovery before Columbus?)
- Philbrick, Nathaniel. *In the Heart of the Sea: The Tragedy of the Whaleship Essex*. (Recounts the story of the 1820 wreck of the whaleship Essex, which inspired Melville's classic "Moby-Dick".)
- Rawlence, Ben. *City of Thorns: Nine Lives in the World's Largest Refugee Camp*. (To the charity workers, Dadaab refugee camp is a humanitarian crisis; to the Kenyan government, it is a 'nursery for terrorists'; to the western media, it is a dangerous no-go area; but to its half a million residents, it is their last resort.)
- Sontag, Sherry. *Blindman's Bluff*. (Story of American submarine espionage, for Clancy fans.)

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- Stevenson, Bryan. *Just Mercy: A Story of Justice and Redemption*. (Bryan Stevenson was a young lawyer when he founded the Equal Justice Initiative, a legal practice dedicated to defending those most desperate and in need: the poor, the wrongly condemned.)
- Tuban, Jeffrey. *A Vast Conspiracy*. (Well researched account of Clinton tragedy.)
- Tuchman, Barbara *A Distant Mirror: The Calamitous Fourteenth Century* (Example of a single feudal lord to trace the history of the 14th century.)
- Winchester, Simon. *The Professor and The Madman*. (Tale of the compilation of Oxford Dictionary.)

True Crime

- Berendt, John. *Midnight in the Garden of Good and Evil*. (Entertaining true crime story.)
 - Capote, Truman. *In Cold Blood*. (On November 15, 1959, in the small town of Holcomb, Kansas, four members of the Clutter family were savagely murdered by blasts from a shotgun held a few inches from their faces.)
 - Larson, Erik. *The Devil and the White City*. (The Chicago World's Fair and the first serial killer)
 - Metress, Christopher. *The Lynching of Emmett Till: A Documentary Narrative*. (Murder in the south.)
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Annotation Guide

Annotation Guide: Margin Notes and Color Marking

Margin notes [can be on sticky notes if you prefer] in which you do the following (this list is not exhaustive):

- Write your personal response to the text.
- Note implications of the text.
- Note the author's purpose as well as his/her technique.
- Explain the significance of the text.
- Define unknown vocabulary.

Annotations Tips

What NOT To Do

- Don't use a highlighter that will bleed. I suggest a Mildliner.
- Don't mark large volumes of text – You want important points to stand out. Although we all know that everything can't be important, we often highlight all of the text on the page. Avoid this to help the key points stand out.

What To Do

- Mark the text with a pencil, pen, or, even better, colored fine-tipped pens.
- Underline sentences that contain a main idea or important new piece of information/development.
- Write the passage topic in the margin as a reminder – Just a word or two.
- Write questions in the margin – When you don't understand something or when you don't understand the author's thought process on a particular topic, write the question in the margin as a reminder to settle the question.
- Circle new and unfamiliar words – Look them up as soon as possible.
- Add your or other author's perspectives in the margins – Other authors have surely written on the same subject. What do they say? Do they agree with this author? If not, what do they say? Add these ideas in the margins.
- Draw arrows to related ideas – Or unrelated ideas...

Annotate for repetition, shifts, tone, and author's purpose.

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Argument Activity

Directions: Below are a list of descriptions to help in knowing what to look for as you read. Use the chart below the descriptions to keep track of each item. Make sure to cite all quotes in MLA format so it is easy to use them in your project/essay. *All answers should be typed and submitted to Google Classroom. A copy has already been made of the chart for you.*

1. Reader Response: Be able to trace your reactions, to ask questions, to remind yourself when you find answers to earlier questions. This should help you note the writer's effectiveness.

MAKE NOTE OF

- Your reactions/emotional responses (humor, surprise, sadness, anger, frustration, disappointment, tension/suspense, disgust, criticism, disagreement, confusion)
- Your questions or lack of understanding or doubts (ask "Why?")
- Your revelations: when "things" become clear to you when you make links
- Similarities to other works: "Reminds me of..."
- Wonderful writing- passages that strike you artistically/aesthetically and why

2. Speaker: Think about how who the writer is and what he/she knows is communicated. This should help you decide the author's credibility.

MAKE NOTE OF

- Introductory facts: author backgrounds and relationship to the topic, bias, etc.
- Ethos- how the author establishes credibility and character on the given topic
- Note words and language that indicate the author's attitude or tone and where it shifts or changes and why
- When the author directly or indirectly states how he/she feels
- Note key lines that stand out as crucial to the author's argument

3. Occasion: Think about what caused the author to write about this topic and whether or not it is a valid reason.

MAKE NOTE OF

- The author's reasons for writing-what is the motivation?
- Historical, political, social issues surrounding the topic
- The author's personal reasons as well as the greater world/national reasons for the piece
- Evidence of views characteristic of the time period and culture surrounding the work
- Descriptions of class judgments, racism, gender biases, stereotypes, etc.

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4. **Audience:** Think about what kind of person or people the author intended as the audience and whether or not the author is able to connect with that audience effectively.

MAKE NOTE OF

- Evidence of who (and it can be more than one) the author is trying to reach.
- Where the author directly or indirectly addresses a specific audience
- Any “Call to Action” that the author is issuing to the reader.
- Pathos-where the author appeals to your sense of emotion through anecdotes and figurative language

5. **Purpose:** Think about the author’s purpose in writing this book or this section of the book and whether or not they are effective in that purpose.

MAKE NOTE OF

- Specific reasons for writing: informing, persuading, arguing, refuting, exemplifying- but make sure you note specifics.
- Logos: the author’s appeal to reason. Examine how he/she makes the reader believe in that purpose.

6. **Subject:** Think about what the book is discussing and whether or not the author shows why this subject is important.

MAKE NOTE OF

- Elements related to the problem and issue
- How the author develops or deepens the aspects of the problem/issue
- How the author shows the complications related to the subject and the implication of it to you, the nation, the world, etc.

7. **Authorial Devices and Structures in the Argument:** Think about the author’s techniques in delivery and how effective the author’s methods are for rhetorical purposes - the use of subtleties, patterns, style, structure, etc.

MAKE NOTE OF

- Changes in point of view/emphasis
- Crucial language/vocabulary- not just a word that you don’t understand, but one that seems crucial to understanding the argument-look these up.
- Stylistic techniques: irony, satire, humor, exaggeration, repetition/patterns, possible symbols, significant metaphors, and other notable literary and rhetorical devices
- How the author’s structure of the argument/book influence the reader and relate to the subject, audience, and purpose

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Book Title & Author:		
Book MLA Citation:		
Claim The thesis or main argument the author makes.		
Context Setting—place, time, culture, and how this might affect the argument.		
Support The evidence the author gives to back his claim- ie: anecdotes, facts, statistics, expert witnesses- list at least 1 piece of support for each claim.		
Opposing Viewpoint Explain the counterclaim—is it mentioned or implied in the book?		
Reader Response		
Speaker		
Occasion		
Audience		
Purpose		
Subject		
Authorial Devices and Structures in the Argument		