

Dear Students and Parents/Guardians:

I am Kristen Tornero and I look forward to working with you in the AP English IV course. The work is interesting as well as rigorous and it is my hope that students grow confident in their abilities to comprehend various works in addition to analyzing them. I can not stress enough how important it is to read ALL the works and engage in thinking in an effort to accomplish this goal. As part of the preparation for this mindset, it is necessary to complete the SUMMER ASSIGNMENTS before returning in the fall when we will start with these pieces. Links have been provided to the works, but they can also be checked out from the library.

Sincerely,
Kristen R. Tornero

Notice to Parents

Your child is enrolled in an English class that will require significant reading of high quality literature. Typically, English teachers select the literature for study in their courses from the Recommended Reading list published by the California Department of Education. All books are selected by teachers because they support the curriculum standards, and in the case of Advanced Placement classes, they help to prepare students for the AP exam. The literature is taught as a whole work, not in edited or summary form. At times high quality literature includes themes and/or language that some parents find objectionable.

This notice is intended to inform you that some of the books on the reading list for your child’s class may have been challenged by one or more parents or community members in the past. As required in Board policy, when a book is challenged, a committee reviews the novel and makes a recommendation to the Board of Education. When looking at your child’s reading list, any book with an asterisk, (*), by the title has been challenged, and the Board of Education has determined the book will remain on the reading list.

As a parent, you may review any book on the reading list to determine if you would like your child to either read the assigned novel or request an alternate. You may request to see the books in the classroom or library by scheduling time with the classroom teacher or librarian. You have the right to request that your child not be assigned to read a particular novel, but instead read a comparable alternate book. Please see your child’s teacher if you would like further information or would like to request an alternate.

Parent/Guardian Signature

Parent/Guardian Name (printed)

Student Signature

Student Name (printed)

Date



Advanced Placement IV Reading List

SUMMER READING ASSIGNMENTS

(Please pay attention to all links on this page.)

For this class your summer reading is *The Grapes of Wrath* AND *The Death of a Salesman*.

- **GRAPES OF WRATH:** [Online Text](#) (You will have to click on one of the options listed.)

Historical Context

Before you begin this novel, you may want to get some historical context. The novel is set in the 1930's during the Dust Bowl Era. You may want to research topics such as the Dust Bowl Era, The Great Depression, Route 66 and the plight of tenant farmers and field workers during this time. Below are a few sources that may be helpful:

[Ken Burns' Documentary on the Dust Bowl](#)

[Dorothea Lange's photographic depiction of the Dust Bowl Era](#)

[PBS General Article on the Migrant Worker Experience](#)

Structure

Steinbeck uses intercalary chapters in this work. This means he includes chapters that don't advance the plot, but provide background information for the reader. He does this every other chapter to provide a wider understanding of the scope of problems facing the characters in his work. Pay attention to the changing point of view and tone in the chapters. (The odd numbered chapters are considered the intercalary chapters.)

Main Assignment

You will be completing journal entries for this work. You will need a minimum of 20 entries overall. These entries should show a balanced look at the work. In other words, all the entries should not come from the first half of the novel. They should address the entire work overall. Use the TOPICS listed below to guide your entry content. (You may want to write an entry every two chapters or so.)

TOPICS:

1. Consider the **motifs/symbols and images** in the work. This may include things like justice, unity, the turtle, the sun, capitalism, etc.
2. Consider the role of religion/spirituality in this novel. (Take into account Biblical **allusions** and characterization ties—Jim Casy, Tom Joad.)
3. Consider **gender roles** within the piece. How do the **characters develop** within/in spite of these constructs?
4. Focus on the **conflicts** in the work. (Human versus _____)
5. Consider how the **characters evolve** throughout the work. How do they develop individually and as part of the collective society?
6. Consider the **overall message** of the work. How is it developed through the different chapters?

Enrichment

Complete this assignment—read, annotate and then listen to the songs and answer the questions.

Close Read

Complete this practice. It is modeled after the AP Question #2. When you annotate and answer the prompt, do so AS IF THIS WAS THE ONLY PART OF THE TEXT YOU READ. You must stick to the text in front of you.

- **DEATH OF A SALESMAN: [Online Text](#)**

Historical Context

Use these sites for Historical Context:

[Source 1](#)

[Source 2](#)

Main Assignment

Read the play and then complete a [One-Pager](#) for the work.

- **PERRINE**

Complete the poetry MC section on pages 1103-1113. When you review your answers from the back of the book (pg. 1686) explain your wrong answers as you are correcting them.

FULL LENGTH-WORKS TO BE READ OVER THE YEAR (We may read them in their entirety OR focus on excerpts.)

HEART OF DARKNESS- Conrad's story follows Marlowe in his quest to locate his fellow company man that has been lost in the African Congo.

DEATH OF A SALESMAN- Miller's prize-winning play addressing family conflict and loss of idealism after World War II.

THE GRAPES OF WRATH – Steinbeck's classic novel of social injustice is set in the dust-bowl era United States.

KING LEAR – Shakespeare's masterpiece of misjudgments and misunderstandings that lead to tragic results.

OTHELLO – Shakespeare's masterpiece focusing on the effect of blind jealousy and manipulation.

WUTHERING HEIGHTS – Bronte's classic brooding tale focuses on a gypsy foundling and his intrusion into the lives of the Earnshaw family.

1984 – Orwell's dystopian novel that focuses on one man's struggle with government oppression.

BRAVE NEW WORLD – Huxley's dystopian novel focused on a society perfectly engineered around technology and capitalism.

***Additional works from the literature anthology will also be assigned.**