



## Advanced Placement Language and Composition 2009 Summer Reading Assignment

Dear 12<sup>th</sup> graders:  
2009

May

Advanced Placement English Language and Composition is a class that focuses on sharpening your reading and writing skills in the same way that a Freshman class at college would. Because you are seniors and have been recommended for this class, you have phenomenal close-reading skills and you will take careful notes without being prompted. You need to get a spiral bound notebook for class this summer, so I am expecting that the first few pages will be filled with thoughtful reading notes on these works when you come back in August. **Please pace yourself so you can complete all of the work thoughtfully by the first day of school in August.** In case you are uncertain of what you should write about, focus on your reactions to characters and their words and actions as well as some thoughtful jotting about themes and symbols and writing technique.

You are reading three texts this summer. The first two are novels, one required and one choice. The third book is non-fiction. It is a collection of essays by famous essayists about all kinds of subjects.

### 1. required:

***Their Eyes Were Watching God* by Zora Neale Hurston**

### 2. choose one of the following novels:

***All Quiet on the Western Front* by Erich Maria Remarque, a story set during World War I (290 pages)**

***Catch 22* by Joseph Heller, a story set during World War II (450 pages)**  
***Catch 22* is the only humorous book about a war on this list, but it is also longer.**

***Going After Cacciato* by Tim O'Brien, a story set during the Vietnam War (352 pages)**

***The Kite Runner* by Khaled Hosseini, a story about Afghanistan and the Taliban (324 pages)**

**You will be doing some research on the war you choose to read about in August and you will write your first essay for this class about this war, so please choose a conflict and a time period you find interesting.**

**3. *In Fact: The Best of Creative Nonfiction* by Lee Gutkind and Annie Dillard**  
**This book contains 25 essays. You need to choose 10 of them, and write a SOAPStone analysis of each one you choose. Please see the description on the back of this sheet.**

**This analysis will ask you to think about what the purpose and message of this essay is, and what is the writer trying to do in his/her writing.**

The information on this sheet is available on line. The CCPS website will direct you to the following link.

<http://sites.crossroadscollegeprep.org/summerreading/>

**SOAPSTone is a handy way to analyze a piece of non-fiction. The acronym helps you identify issues you should be thinking about as you try to assess the author's communication with you.**

**Please answer these questions for 10 of the essays you want to think harder about. You can answer them in notes or in a paragraph. See the example below.**

You are used to looking for a thesis statement. This becomes much more complex in an essay. See if you can find a thesis statement when you believe the author is trying to persuade you to think differently about a certain topic.

**Who is the Speaker?**

- Who is the voice that is speaking in the text? (remember, the speaker is not always the author!)
- Are we given any clues that will help us understand the speaker's perspective?
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**What is the Occasion?**

- What is the time and place? Are we given a larger context and / or a specific occasion that caused the writing to be created?
- Do we learn the geographic and historic intersection at which this source was produced?
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**Who is the Audience?**

- Who are the intended readers to whom this document is directed?
- Remember that the audience may be one person, a small group, or a large group; it may be a certain person or a certain people, or it may be intended for several audiences.
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**What is the Purpose?**

- What is the reason behind the creation of the text? What goal did the author have in mind?
- Is the writer's goal to express an opinion or motivate the audience to change their opinions, or is the writer hoping to make the audience become active in some way?

**What is the Subject?**

- What is the general topic, content, or idea contained in the text?
- Can you summarize the subject in a few words or phrases?
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**What is the Tone?**

- What is the attitude expressed by the speaker?

- To ascertain this, think carefully about the choice of words, the emotions expressed, and the imagery used to determine the speaker's attitude.
- Think of tone like the tone of voice you would hear if the author were actually speaking to you.

Example: "No Name Woman" SOAPSTONE: Forbidden knowledge is always more tempting than the knowledge handed over on a silver platter, which is why Kingston hooks her readers with the first sentence, "You must not tell anyone... what I am about to tell you." Essentially the whole leading dialogue serves as a hook because even after the secret is revealed, there still remain so many unexplored questions. Since Kingston can't probe her mother for details, the rest of the essay is Kingston's ground for exploring all the possibilities that could have affected her aunt's situation. Employing pathos, Kingston offers various background stories for her aunt that all make her seem much more a victim than a whore. For example, Kingston says she was probably forced to have sex, and had no choice or say in the matter. And by painting a realistic image of her aunt, all alone in the emotional and physical pain of childbirth, Kingston elicits deep sympathy from one for her aunt. After all the images of her victimized aunt, Kingston then reminds readers of how the story began: "'Don't tell anyone you had an aunt... She has never been born.'...They want me to participate in her punishment. And I have." Kingston defies her mother and her family by arguing that her aunt must be forgiven and loved, not shamed and worse, forgotten. In order to bring justice for her aunt and all others in her position, Kingston feels it is her duty to unleash this secret so that they can be freed at last from unfair turmoil.