

# Brookwood High School

## 2011 Summer Reading

**Course name: AP Language**

**Objective:**

The AP Language summer reading program is designed to extend the curriculum by assigning books that provide necessary content, that serve as a springboard into material covered in a particular level or that provide a vehicle for class discussion of particular literary devices.

**Lists of titles:**

**Choose one memoir from the following list to read:**

*An Hour Before Daylight* (Carter)  
*A Walk in the Woods* (Bryson)  
*Under the Tuscan Sun* (Mayes)  
*My Losing Season* (Conroy)  
*I Know Why the Caged Bird Sings* (Angelou)  
*The Way to Rainy Mountain* (Momaday)  
*Coming of Age in Mississippi* (Anne Moody)  
*The Opposite of Fate* (Amy Tan)

**Also read these two grammar books:**

*Elements of Style, 4<sup>th</sup> Ed.* (Strunk and White)  
*Eats, Shoots and Leaves* (Lynn Truss)

**Read five essays from the list below. For each essay read, complete an analysis chart using the worksheet below under SPECIAL INSTRUCTIONS AND ASSIGNMENTS.**

Essays (read online):

Jonathan Swift, "A Modest Proposal"  
<http://art-bin.com/art/omodest.html>

Jonathan Swift, "A Meditation upon a Broomstick"  
<http://ebooks.adelaide.edu.au/s/swift/jonathan/s97me/>

Annie Dillard, "This is the Life"  
<http://www.billemory.com/dillard/dillard.html>

Ralph Waldo Emerson (any of the following: "The Poet," "Experience," "Character," "Manners," "Gifts," "Nature," "Politics," "Nominalist and Realist," "New England Reformers") Search by author on the website.  
<http://www.gutenberg.org/ebooks>

Henry David Thoreau "Where I Lived, and What I Lived For"  
[http://www.princeton.edu/~batke/thoreau/wa02\\_where](http://www.princeton.edu/~batke/thoreau/wa02_where)

G.K. Chesterton (any of the following: "A Piece of Chalk," "Babies," "A Defence of Rash Vows," "The Extraordinary Cabman," "Mending and Ending Things," "Negative and Positive Morality," "The Twelve Men") Use search box at top right of website.  
<http://www.chesterton.org>

Various essays by Alice Meynell, Francis Bacon, Samuel Butler, Ralph Waldo Emerson, John Fiske, Walter Horatio Pater, Thomas de Quincey found at  
<http://www.authorama.com/>

Robert Louis Stevenson "El Dorado"  
<http://dinamico2.unibg.it/rls/essays%5Cvirgpuer%5Cvp-6.htm>

Percy Bysshe Shelley, « On Life »  
<http://www.wam.umd.edu/~djb/shelley/1880onlife.html>

Essays from teachers on slavery in America. Click on titles to read:  
[http://www.slaveryinamerica.org/history/hs\\_essays.htm](http://www.slaveryinamerica.org/history/hs_essays.htm)

Albert Einstein "The World as I see It" (scroll down to link)  
<http://www.aip.org/history/einstein/ein-info.htm>

Jack Lessenberry, journalist, essays. A variety of subject. Click on link on the left (greenish section)  
[http://jackshow.blogs.com/jack/2007/04/essay\\_newspaper.html](http://jackshow.blogs.com/jack/2007/04/essay_newspaper.html)

## Special instructions or assignments:

1. For the **memoir** you read, create five open-ended, original questions. Make them speculative questions that do not have factual answers in the memoir. Do not give the answers. Type these questions and staple them to your essay analysis charts.
2. **WHAT IS STYLE?** Style includes diction, syntax, figures of speech, organizational or narrative method, pace, voice, point of view imagery, motif, allusion, contrast, irony, etc. Adjectives are typically used to describe "style." **WHAT IS TONE?** Tone is the attitude toward the subject and toward the audience implied in a literary work. A tone may be formal, informal, intimate, solemn, somber, playful, serious, ironic, condescending, or any of many other possibilities. Adjectives are again often used and may even be the same as "style" adjectives.

For each of the five essays you read, complete the analysis chart below. You may make your own copies of this worksheet or create your own using this one as a format.

## Assessment:

You will have tests over *Elements of Style* and *Eats, Shoots and Leaves* the second week of school.

<p><b>What is the Subject?</b> The general topic, content, and ideas contained in the text. State the subject in a few words or a short phrase.</p>	
<p><b>What is the Occasion?</b> The time and place of the piece; the current situation. It is particularly important that you understand and explain the context that encouraged the writing to happen.</p>	
<p><b>Who is the Audience?</b> Audience is the group of readers to whom the piece is directed. The audience may be one person, a small group or a large group; it may be a certain person or people.</p>	
<p><b>What is the purpose?</b> Purpose is the reason behind the text. (ie: to inform, persuade, entertain, gain sympathy, encourage, gain support)</p>	
<p><b>Who is the speaker?</b> The speaker is the voice that tells the story. The narrator and author are usually not the same.</p>	
<p><b>What is the tone?</b> To pinpoint the tone, infer the way the author feels toward the subject or characters, or events, or audience. Does the narrator or author shift tone? Some examples of tone: proud, bold, sarcastic, mocking, joyful, affectionate admiration, compassion, happiness, disgusted, fearful, anxious, ironic, intimidated, shallow, confident, insecure, innocent, playful, anguished, enraged, repulsed, appalled.)</p>	
<p><b>List 5 significant points</b> made in this essay. Quote the text line (first word...last word) that caused you to see each point as significant.</p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>