



Leander ISD  
AP English III Book List and Summer Assignment 2015

Welcome readers and writers to AP English III! We look forward to working with you during the next school year. As part of this course, students will read a book over the summer and take notes while reading.

*The Pre-AP, AP, or IB English summer reading assignment is an established convention at most schools offering these courses, and the rationale for it seems simple enough: Reading over the summer helps keep the students' minds "in the game," and it adds to the number of major literary works the students will have read by the time they take their AP exams. Also, students in a given class arrive to school in August having had a common literary experience, providing them and their teacher immediate instructional opportunities.*

**STEPS TO SUCCESS:**

**STEP 1**

Please select **one** of the following books to read over the summer. This list reflects a focus on non-fiction texts.

- Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity by Katherine Boo (1030 Lexile, non-fiction) A bewildering age of global change and inequality is made human through the dramatic story of families striving toward a better life in Annawadi, a makeshift settlement in the shadow of luxury hotels near the Mumbai airport. As India starts to prosper, the residents of Annawadi are electric with hope. Abdul, an enterprising teenager, sees "a fortune beyond counting" in the recyclable garbage that richer people throw away. Meanwhile Asha, a woman of formidable ambition, has identified a shadier route to the middle class. And even the poorest children, like the young thief Kalu, feel themselves inching closer to their dreams. But then Abdul is falsely accused in a shocking tragedy; terror and global recession rock the city; and suppressed tensions over religion, caste, sex, power, and economic envy turn brutal.
- Outliers: The Story of Success by Malcolm Gladwell (1080 Lexile, non-fiction) Gladwell takes us on an intellectual journey through the world of "outliers" – the best and the brightest, the most famous and the most successful. He asks the question: what makes high-achievers different? Along the way he explains the secrets of software billionaires, what it takes to be a great soccer player, why Asians are good at math, and what made the Beatles the greatest rock band.
- Stiff: The Curious Lives of Human Cadavers by Mary Roach (1230 Lexile, non-fiction) For two thousand years, cadavers have been involved in science's boldest strides and weirdest undertakings. They've tested France's first guillotines, ridden the NASA Space Shuttle, been crucified in a Parisian laboratory to test the authenticity of the Shroud of Turin, and helped solve the mystery of TWA Flight 800. In this fascinating account, Mary Roach explores the many good deeds cadavers have done for the advancement of science and humanity.
- Unbroken: A World War II Story of Survival, Resilience, and Redemption by Laura Hillenbrand (1081 Lexile, biography) "In evocative, immediate descriptions, Hillenbrand unfurls the story of Louie Zamperini--a juvenile delinquent-turned-Olympic runner-turned-Army hero. During a routine search mission over the Pacific, Louie's plane crashed into the ocean, and what happened to him over the next three years of his life is a story that will keep you glued to the pages, eagerly awaiting the next turn in the story and fearing it at the same time." - Juliet Disparte



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### Where might I find these books?

If possible, students should purchase their own copies of the book. It is an advantage to be able to take notes in the margins and underline or highlight notable passages. You may buy these books cheaply online and find copies at our local bookstores.

You may also check out your chosen works from the public library or check out digital copies of your books from the new LISD OverDrive Digital Library (see information below). However, you would not be able to take notes in the text itself.

If these options are not viable, we do have a limited number of some titles available at school, but these may not be annotated or marked in any way. These books will be distributed on a first-come, first-served basis. Those interested may contact one of the teachers listed below before leaving school for the summer.

### Introducing OverDrive Digital Library

In September, Leander ISD Libraries expanded their services to include audiobooks and eBooks, which are available for students and teachers to download and enjoy for up to two weeks. Using this new service, LISD library card holders can check out and download digital media anytime, anywhere by visiting <http://digitallibrary.leanderisd.org>.

Users may browse the library's website, check out with a valid library card, and download to PC, Mac®, and many mobile devices. To use the service, students will need to install free software — OverDrive® Media Console™ will be required for audiobooks and Adobe® Digital Editions will be required for eBooks. Titles can be enjoyed immediately or transferred to a variety of devices, including iPod®, Sony® Reader™, and many others. Some audio titles can also be burned to CD to listen on-the-go. Titles will automatically expire at the end of the two-week lending period and there are no late fees or loss of materials.

This new service, powered by OverDrive, is free for students and teachers. Patrons can login by using their district username and password credentials.

To get started downloading audiobooks, eBooks, and more, visit <http://digitallibrary.leanderisd.org>. For additional OverDrive tips and FAQ's, visit <http://ldl.leanderisd.libguides.com/OverdriveHelpTips>.

### STEP 2

While reading the selected book during the summer, students are **highly encouraged** to annotate (highlight and make notes in the margins) the text. If you are unable to purchase your own copy to annotate, consider writing on sticky notes and affixing them to the corresponding pages.

What kinds of things should you annotate?

- ✓ **Form and Structure:** What is happening? Make notes on the chronology of the events. How much time is covered? If the action is framed as a flashback, explain. Mark anything else involved in form, such as dream sequences, stream of consciousness narrative, parallel events, significant patterns of foreshadowing, anything else interesting.
- ✓ **Purpose/Tone/Style:** What is the author trying to accomplish? What argument is he/she trying to make? What is the author's attitude toward the subject? How does he/she reveal this tone through diction (specific word choice) and syntax (types of sentences and phrases used)? What is the author's style of writing (Fast paced? Heavily descriptive? Unusual phrasing or word choice? Emotional?)



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- ✓ **Imagery and/or detail:** Those words that appeal to one or more of the five senses. What is the effect? Look also for recurring images (light/darkness, colors, clothing, odors, sounds). You may also point out details (numbers, facts, description) the author uses to support the argument. How are these images and/or details used?
- ✓ **Diction and Syntax:** How does the author use diction (specific word choice) and syntax (types of sentences and phrases used) to create mood, tone, and meaning?
- ✓ **Rhetorical Devices:** Look for examples of Logos (an appeal to the audience using logic), Pathos (an appeal to the audience's emotions), and Ethos (an appeal to the audience's ethical or moral beliefs). What other types of rhetorical devices are employed?

### STEP 3

While reading the selected book during the summer, students are **expected** to take notes, such as a dialectical journal or Cornell Notes. Please see the attached examples and suggested note-taking activities. **Choose the note-taking method that works best for you.**

### STEP 4

Don't wait until the week before school begins to try and read your selected book and complete your notes. Unexpected events may pop up that could get in the way of you completing your reading on time. Make a plan for the number of pages or chapters you are going to read per week and stick to it. The same goes for your notes. Work on them *while* you are reading. Do not wait until you are finished with the book.

### STEP 5

Because we will be using these books as the basis for much of the work completed during the first six weeks of school, students are **expected** to bring their copy of their chosen book (annotated if possible) and their completed notes on the first day of class.

### STEP 6

Students can **expect** several assignments (which may include essays, discussions, and Socratic Seminars, among others) over their summer reading during the first week(s) of class. Therefore, students must come to the first day of class having read their selected book, completed their notes, and prepared to discuss their selection. Students will be able to use their notes on major assessments, but may not be allowed to use the book on those assessments.

If you have any questions or concerns, please contact one of the teachers below. Have a good summer!

Cedar Park High School:	Virginia Rose – <a href="mailto:virginia.rose@leanderisd.org">virginia.rose@leanderisd.org</a>
Leander High School:	Greg Shaw – <a href="mailto:gregory.shaw@leanderisd.org">gregory.shaw@leanderisd.org</a>
Rouse High School:	Beth Welge – <a href="mailto:beth.welge@leanderisd.org">beth.welge@leanderisd.org</a>
Vandegrift High School:	Carol Morris – <a href="mailto:carol.morris@leanderisd.org">carol.morris@leanderisd.org</a>
Vista Ridge High School:	Kim Wrinkle – <a href="mailto:kim.wrinkle@leanderisd.org">kim.wrinkle@leanderisd.org</a>
Leander ISD contact:	Jennifer Abramson – <a href="mailto:jennifer.abramson@leanderisd.org">jennifer.abramson@leanderisd.org</a>

### Are you stuck? Don't know what to do?

Visit the Summer Reading online forum for help, to ask questions, etc.... Teachers will be logging in regularly to help answer your questions. Visit the online forum at <http://goo.gl/i3pji>.



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## Dialectical Journal: One Way of Note-taking

Creating and maintaining a dialectical journal will help you tremendously as you read your selected book over the summer. You will be able to use your dialectical journal to help complete assignments your AP English III teacher will be giving during the first week(s) of class. Therefore, you are more likely to be successful if you take the time to create a thorough, high-quality dialectical journal.

### What is a dialectical journal?

“A dialectical journal is a conversation between you and what you are reading. You simply write down **passages** that make you think or interest you and write about **your thoughts**. This process is an important way to understand a piece of literature. By writing about literature, you make your own meaning of the work in order to truly understand it. When you do this yourself, then the text belongs to you--you have made it yours. The passages are there for everyone to read; however, the connections and interpretations are uniquely yours. You are neither right or [*sic*] wrong in your response. So be willing to take risks and be honest.” – definition from the Lawrence Livermore National Laboratory

1. In your journal, create a table like the one below. Label it **Form and Structure**.

### Form and Structure

<b>Important Excerpts from the Book</b> <i>Use quotes from the text in quotation marks followed by page numbers in parenthesis.</i>	<b>Your Commentary/Reaction</b> <ul style="list-style-type: none"><li>• Personal Connections</li><li>• Evaluate/Question/Explain</li><li>• Predict</li></ul>



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2. Flip a couple of pages in your journal and create another table like the one above. Label this one **Purpose/Tone/Style**.
3. Create additional tables for **each** of the following: **Imagery and/or Detail, Diction and Syntax, and Rhetorical Devices**. Remember to label each table and to leave a couple of blank pages between each table. You should have a total of five tables.
4. As you read, look for **several** quotations from the beginning, middle, and end of your book for each of the categories you made table for. Your quotations should be good illustrations of the author's use of **Purpose/Tone/Structure, Style, Imagery and/or Detail**, etc. Remember, commentary should be in response to meaning not simply a repetition/summary of what you read. **Students will likely be much more successful if they have prepared a vast array of notes in their dialectical journals.** Please see the sample dialectical journal below.
5. Remember to bring your annotated copy of your book and your completed dialectical journal to the first day of class.

Here is a sample dialectical journal entry. Your journal, however, will be much more extensive. Remember that you will have five different tables, one for each of the categories above.

**Form and Structure**

<b>Important Excerpts from the Book</b> <i>Use quotes from the text in quotation marks followed by page numbers in parenthesis.</i>	<b>Your Commentary/Reaction</b> <ul style="list-style-type: none"><li>• Personal Connections</li><li>• Evaluate/Question/Explain</li><li>• Predict</li></ul>
<i>"Now, on this final day of her life, Mrs. Clutter hung in the closet the calico housedress she had been wearing, and put on one of her trailing nightgowns and a fresh set of white socks" (30).</i>	<i>In Part I, Capote switches back and forth from the daily routine of the Clutter family to the actions of Dick and Perry. This structure can be confusing but will hopefully make sense later.</i>  <i>This seems like foreshadowing also. It sounds like Mrs. Clutter will not be around for much more of the book. I wonder where the plot will go next.</i>



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## Cornell Notes: Another Way of Note-taking

Creating and maintaining Cornell Notes will help you tremendously as you read your selected book over the summer. You will be able to use your Cornell Notes to help complete assignments your AP English III teacher will be giving during the first week(s) of class. Therefore, you are more likely to be successful if you take the time to create a thorough, high-quality notes.

### What are Cornell Notes?

Cornell Notes is a systematic method of taking and organizing notes. Based on the notes, students write questions and then a brief summary. This helps to increase understanding of the topic. When studying for either a test or quiz, Cornell Notes provide students with a concise but detailed record of the material. Students are encouraged to reflect on the material and review the notes regularly. – definition from Wikipedia.

1. In your journal, create a table like the one below.

<b>Name:</b>	
<b>Book Title:</b>	
<b>Author:</b>	
<b>Questions/Main Ideas</b>	<b>Notes, Key Points, Key Vocabulary</b>
<b>Summary:</b>	

2. While reading, use the right-hand column to take notes. Write in short sentences, use abbreviations and/or symbols, or even draw the events taking place in your reading. Please see the sample Cornell Notes below.





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- After you finish reading a chapter, look back over your notes and formulate questions that pop into your head. Place these questions in the left-hand column. Please see the sample Cornell Notes below.
- Review and revise your notes; you will probably need to add some additional information. Then, highlight or circle the most important information or key terms. Please see the sample Cornell Notes below.
- At the end of each note-taking session, write a summary of your notes. Writing clarifies meaning, strengthens memory, reveals relationships, etc... Please see the sample Cornell Notes below.
- Occasionally look back over your notes to keep the material fresh in your mind. Cover the right-hand column with a sheet of paper. Then, looking at your questions in the left-hand column, say aloud the answers to your questions. Afterward, uncover your notes and see how close you were.
- Repeat steps 1-7 as many times as you need until you have finished reading your chosen book.

We have provided several examples of Cornell Notes below, from fiction and non-fiction, to help students with a variety of note-taking models.

Here is a Cornell Notes example a student wrote in response to reading Langston Hughes' poem "Mother to Son." Notice the use of abbreviations, highlighting, and circling of important information.

Questions:	Notes:
① What is the significance of the speaker in the poem?	① <u>Speaker</u> - * voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be <u>unknown</u> or <u>specific</u> (like character)
② How does a poet's choice of speaker affect the mood/meaning of a poem?	② <u>Imp.</u> - Poet's <u>choice of speaker</u> - contributes to the poem's <u>mood/meaning</u> - who speaks is as <u>imp.</u> as what is said - <u>different points of view</u> regarding same event (ie. parent, child, elderly person) - * the person telling the story gives point of view and affects the message told ← <u>P.O.V</u> *
③ How does Hughes use vocabulary to contribute to and convey his message?	③ <u>Writer's/poet's style</u> <u>Vocab</u> - helps to understand meaning "Crystal stair" = luxuries (metaphor) → <u>Compares 2 things</u> ie. "Life for me ain't been no crystal stair" "reachin'" - replace letter at end of word (dialect) "Cause" = because → Slang <u>var. lang used by group = speech patt.</u>
<u>Summary:</u> The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says "Life for me aint been no crystal staircase."	



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Here is another Cornell Notes example a student wrote in response to reading the novel *Cry, The Beloved Country* by Alan Paton. Notice the short but quality summary of his notes, which includes questions and wonderings this student had at the end of chapter 1 of the novel. Notice also the student noted a significant passage of the book in the notes.

Chapter 1 <i>Cry, the Beloved Country</i>	
Where does the story take place?	South Africa
How is the land contrasted in the first chapter?	<ul style="list-style-type: none"> <li>— Rich, matted grass and hills</li> <li>— Wet</li> <li>— Streams</li> <li>— Well-tended</li> <li>— Not too many cattle feeding</li> <li>— Not too many fires</li> <li>— Stand barefoot—safe</li> <li>— “Ground is holy.”</li> <li>— Keep it; guard it—guards &amp; protects men.</li> </ul> <p>vs.</p> <ul style="list-style-type: none"> <li>— Rich green hills break down in the valleys</li> <li>— Red and bare</li> <li>— Dry</li> <li>— Too many cattle feeding</li> <li>— Too many fires have burned</li> <li>— Coarse and sharp. Wear shoes—not safe for bare feet</li> <li>— Not kept or guarded—no longer keeps men.</li> </ul>
Prediction: Why did the book start with this contrast?	This book is going to contrast the lives of different people and different places. It will be about destruction.
Significant passage (page 34): “They are valleys of old men and old women, of mothers and children. The men are away, the young men and the girls are away. The soil cannot keep them any more.”	This passage is important because it suggests something about the relationship between the land and the people. It shows how people have abandoned the land or have been driven from the land—how it can’t sustain them anymore.
<p><b>Summary</b></p> <p>This first chapter is short and has a lot of description. It makes me want to draw a picture of it and create a map to show the geography. No specific characters are introduced in the first chapter which makes me wonder if the land itself might be considered a character. It seems significant that there would be this much description of the land if it didn't play a major role in the story. There are human-like qualities to the land: it can guard and protect men (in the first description) or NOT (in the second description).</p>	

Here is another Cornell Notes example a student wrote while learning about chemical bonding in a science class. Instead of formulating questions in the left-hand column, this student noted main ideas. Notice also the use of the drawing of the chemical bonds.

Chemical Bonding	
main idea	explanation
Bonding	When $e^-$ clouds of diff. atoms interact w/ e.o. (each other) 2 main types: ① ionic ② covalent
Ionic Bonding	bonding b/t (between) ions
ion	charged atom # of protons $\neq$ # of $e^-$ (so the atom now has an overall charge) can be pos. charged or neg. charged so ionic bond is "attraction b/t 2 oppositely charged ions"
table salt	"sodium chloride" $Na^+ \quad Cl^-$ $NaCl$
salty	comes from ionic bonding / ions
Covalent Bonding	when 2 atoms share their $e^-$
	<p><math>C - C</math> ↑ sharing <math>e^-</math> stronger than ionic bonding!</p>