

STAMP Freshman English Summer Reading Information 2018

Summer reading is an important part of the STAMP Program student's experience. Current research suggests that summer reading helps students maintain important literacy skills and provides all students with a shared experience on which to build upon when they return to school. Below are the summer reading directions for all incoming freshman students. All students are responsible for their summer reading assignments.

REQUIRED SUMMER READINGS <i>These reading assignments will be taken for a grade during the first six weeks.</i>	
<ul style="list-style-type: none"> • Read <i>Of Mice and Men</i> by John Steinbeck. <ul style="list-style-type: none"> • As you read, make at least FIVE dialectical journal entries. See attached directions and examples. • You will use these five journal entries for class assessments when you return to school in the fall. • Bring the five completed dialectical journal entries to the first day of class. • Read ONE of the books from the Advanced Placement literature list below. This should be a novel you have not read before. <ul style="list-style-type: none"> • Before you begin your book, read over the Interpretive Essay Notes handout. You will be making notes from your chosen book for an essay that you will write upon entering your freshman English Class. 	
ADVANCED PLACEMENT LITERATURE LIST <i>Choose ONE book of your choice from this list for your summer assessment. Many of these books are the most frequently cited in AP Literature Exam from 1970-2011.</i>	
<i>Invisible Man</i> - Ralph Ellison <i>Wuthering Heights</i> -Emily Bronte <i>Crime and Punishment</i> -Fyodor Dostoevsky <i>Great Expectations</i> -Charles Dickens <i>Heart of Darkness</i> -Joseph Conrad <i>Jane Eyre</i> -Charlotte Bronte <i>Moby Dick</i> -Herman Melville <i>The Adventures of Huckleberry Finn</i> -Mark Twain <i>King Lear</i> -William Shakespeare <i>Catch-22</i> -Joseph Heller <i>The Great Gatsby</i> -F. Scott Fitzgerald <i>Portrait of the Artist as a Young Man</i> -James Joyce <i>The Awakening</i> -Kate Chopin <i>Billy Budd</i> -Herman Melville <i>Light in August</i> -William Faulkner	<i>Their Eyes were Watching God</i> -Zorah Neale Huston <i>As I Lay Dying</i> -William Faulkner <i>Ceremony</i> -Leslie Marmon Silko <i>Beloved</i> -Toni Morrison <i>Native Son</i> -Richard Wright <i>The Woman Warrior</i> -Maxine Hong Kingston <i>Walden</i> -Henry David Thoreau <i>In Cold Blood</i> -Truman Capote <i>Angela's Ashes</i> -Frank McCourt <i>Into the Wild</i> -Jon Krakauer <i>Tuesdays with Morrie</i> -Mitch Albom <i>Hunger for Memory</i> -Richard Rodriguez <i>The Glass Castle</i> -Jeannette Walls <i>Seabiscuit</i> -Laura Hillenbrand <i>An American Childhood</i> -Annie Dillard

Should you have any questions or concerns, please contact the designated English teacher from your campus.

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Summer Reading Assignment for Advanced Placement Book Choice

9th Grade

When you begin the Fall semester, you will be asked to write an *interpretive essay* over the book from the AP Reading List you chose to read during the summer. In preparation for this, read over the Interpretive Essay Notes (on back). This will explain the purpose and the directions for writing this type of essay.

You will not be writing a Book Report, but a thoughtful *interpretation* of one or more aspects of the novel. One of the topics will be assigned to you from the list provided (boxed in, under **Interpretive claims/thesis**, including **character motive and changes; theme; symbols; judgment**). So, as you read, consider these topics and gather evidence to support these areas.

*For example: You may be assigned the topic: In what way does the main **character change** in the novel?*

Your thesis might be worded something like this (based on the novel To Kill a Mockingbird):

Scout grows up over the course of the novel, and the way she has previously viewed her world changes from an innocent perspective to a harsher, more realistic one.

Now that you have a **thesis statement**, while you are reading, jot down instances where you see this happening—evidence of Scout (or your character) changing.

For example:

- Scout becomes aware that the society around her is saying ugly things about her dad
- Scout sees a change in Calpurnia
- Scout witnesses the ladies at her aunt's tea party discussing the "poor Mruni's" in Africa

The list of instances above are all examples that Scout is seeing the world around her in a different way. While reading, whenever you come across evidence of these or other examples which support your thesis, you would record notes including quotes. You might consider keeping these notes in a Journal or composition book of some kind. The more notes you gather, the more you will have to write about. These three main topics would be developed into three body paragraphs when it comes time to write your essay (test grade) in class.

Note: Keep in mind you could receive this topic or any of the others, so prepare for them all in this manner.

Interpretive Essay –Notes

When you make an interpretation, you are trying to show someone else a meaning you see in a piece of literature. Interpretation goes beyond the facts, like an *inference* or an *author and me* question, but must be closely supported by the facts—that is, the information *right there* on the page.

Point of departure: Identifies the title, author, and any necessary background information so that the reader will have a context for your interpretation. The point of departure should build up to your interpretive claim.

Interpretive claim/thesis: An interpretive essay basically tells the reader, “Here’s something that might not seem obvious about the text, but I can prove it.” Interpretive statements do more than state the obvious; you must go below the literal facts in order to come up with what those facts might mean.

Good interpretive statements might deal with:

- Motive: why do characters behave as they do?
- Changes: who changes during the course of the novel?
- Theme: what statement about life is the novel making?
- Symbols: What things keep recurring in the novel that seem to stand for big issues like life and death?
- Judgement: is the novel believable?

Evidence: This is the information that backs up your claim. Evidence, however well gathered, does not stand alone. You can’t just copy down the lines and expect your reader to get it. You must take your reader on a tour of sorts and point out *exactly* what you see in the quotation/text in order to support your thesis. Every time you make a statement about a text, back it up with a line from the text and *visa versa*!

Conclusion: This is where you tie your ideas together, recounting for the reader what you’ve shown and why his/her perspective on the novel should be different now because of your argument.