

AP ENGLISH LANGUAGE AND COMPOSITION SUMMER READING ASSIGNMENT

This assignment is comprised of two parts.

Part I—Creative Writing Assignment

Each student is required to read *The Great Gatsby* by F. Scott Fitzgerald. In a well written essay of no fewer than two pages (double spaced, 12 point font), you will use your knowledge of the novel and of characterization to create a piece of creative writing in the voice of one of the main characters. You will choose **one** of the writing prompts below to complete this portion of your AP English Summer Reading Assignment. Students will be graded on a 1/2/3/4 scale for creativity and conventions:

1 = 69 and below

2 = 70

3 = 80

4 = 90-100

Writing Prompts:

1. An alternative Ending:

Using the original narration from Nick, rewrite a new ending to the novel, picking up from whatever concluding section of the novel you choose. Strive to be original and creative in your response.

2. Daisy's Letter:

In The Great Gatsby, we learn that Daisy received a letter from Gatsby the night before her wedding. In the story we never learn what the letter said, but we know that it caused Daisy to reconsider her marriage to Tom. You will write the letter to Daisy in the voice of Gatsby. What would Gatsby have said to Daisy to cause her to get so upset? What sort of news or information would Gatsby include in the letter? Be creative and keep the tone of the letter in mind as you write. Is the letter a love letter? A breakup letter? An angry letter for Daisy deciding to marry Tom? It is up to you, but keep in mind you are writing in the voice of Gatsby and in the style of a letter. Strive to make your letter interesting and compelling.

3. Tom or Daisy: Where are They Now?

At the story's conclusion, we do not get to know the future of the characters Tom or Daisy. In the "voice" of Tom or Daisy, write a journal entry in which the character of your choice describes his/her life after the novel ends. How does this character feel about his/her circumstances? Satisfied? Dissatisfied? What does life hold for this character now? Strive to be engaging and convincing.

Please note: Your paper must make sense in context of the novel and of the character you choose (think about the way your character would speak). You should also use proper spelling and ensure you capitalize when necessary. You will turn in both a "hard" and "electronic" copy to your teacher on **the first day of school**. **Late penalties may apply.**

Part II—An Artifact Box Book Report

Each student should select and read **one other novel** from the *Recommended List* below to complete this portion of the AP Summer Reading Requirement.

An artifact box book report is a collection of objects pertaining to your book. This activity encourages higher-level thinking and the use of visual imagery (objects and symbols) to represent concepts, themes, and ideas related to your book. Finally, your artifact box is due on **the first day of school**.

It would be a good idea to do all summer reading assignments this summer so that the book is fresh in your mind and you have more time to do a quality job.

A. Make an artifact box:

1. Find a box to put your items in. Be creative! Use any receptacle that would work best with your book. You could use a shoebox or make a box--any container suitable. Be sure to decorate it accordingly with your book's setting, theme and/or mood.
2. Collect and add objects (10) that represent or illustrate the book's theme, people, conflict, setting, symbols, and the main ideas of the book.
3. You might add pictures (downloaded or drawn) and/or real items (fossils, map, clothing items) or anything that relates to the people, setting, conflict, theme and/or main ideas. Demonstrate effort and attention to detail--choose a variety of materials such as dried flowers, marbles, handkerchiefs, models of animals, etc.!
4. Place them in the container.
5. For each artifact, provide a typed or printed index card that includes a detailed description of the object's connection to your book. Explain the significance of the object fully—connect the object to a specific aspect of the book and explain the connection (**at least 40 words**).
6. Be sure your capitalization, organization, punctuation and spelling are correct on all materials provided. This is the conventions section of your assignment.
7. Place the cards in the container as well. You may use them as notecards when you speak.
8. Write your name on a card and tape it to the inside bottom or lid of your box.

B. Presentation:

On the day for presentations, you will share your Artifact Box with your class. More discussion of the presentation and a chance to ask questions will happen the first week of school.

Parents: Below you will find a list of engaging and well-written stories that represent a variety of genres. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections on the Recommended Reading List. You may find sites such as www.squeakycleanreviews.com, www.commonsensemedia.org, or www.thrivingfamily.com helpful as you discern the best publication for your student.

Selected Recommended Reading List for AP English Language and Composition

Colonial to Mid-19th Century

Cooper, James Fenimore—novel--The Last of the Mohicans
Douglass, Frederick—autobiography—Narrative of the Life of Frederick Douglass, an American Slave
Franklin, Benjamin—autobiography--Autobiography of Benjamin Franklin
Hawthorne, Nathaniel—novels--The Scarlet Letter OR The House of Seven Gables
Melville, Herman—novels—Moby Dick OR Billy Budd
Riley, James—memoir--Sufferings in Africa
Thoreau, Henry David—memoir--Walden's Pond
Vidal, Gore—biography—Burr

Civil War and Late 19th Century

Alcott, Louisa May—novel—Little Women OR Little Men OR Jo's Boys
Ambrose, Stephen—nonfiction—Undaunted Courage
Brown, Dee—novel—Bury My Heart at Wounded Knee
Cather, Willa—novel—My Antonia OR Pioneers!
Crane Stephen—novel—The Red Badge of Courage
Mitchell, Margaret—historical novel—Gone with the Wind
Poe, Edgar Allan—short stories and poems—The Complete Works of Edgar Allan Poe
Shaara, Michael—historical novel—The Killer Angels
Stowe, Harriet Beecher—novel—Uncle Tom's Cabin
Twain, Mark—novel—A Connecticut Yankee in King Arthur's Court OR Huckleberry Finn
Watkins, Sam R.—memoir—Company Aytch: A Side Show of the Big Show
Vidal, Gore—biography--Lincoln

Early 20th Century (1900-WWII)

Baldwin, James—semi-autobiographical novel—Go Tell it on the Mountain
Burns, Olive Anne—historical novel—Cold Sassy Tree
Chopin, Kate—novel—The Awakening
Faulkner, William—novels—The Sound and the Fury OR Absalom, Absalom OR As I Lay Dying
Haley, Alex—nonfiction—Roots
Hemingway, Earnest—novels—The Sun Also Rises OR For Whom the Bell Tolls OR A Farewell to Arms
Hurstun, Zora Neale—novel—Their Eyes Were Watching God
Smith, Betty—novel—A Tree Grows in Brooklyn
Steinbeck, John—novels—The Grapes of Wrath OR Of Mice and Men
Wharton, Edith—novel—Ethan Frome OR Innocence

Later 20th Century (WWII-present)

Capote, Truman—nonfiction—In Cold Blood
Dilliard, Annie—autobiography—An American Childhood
Knowles, John—novel—A Separate Peace
MacLeish, Archibald—drama—J.B. (a modern re-telling of the book of Job)
Miller, Arthur—drama—The Crucible OR Death of a Salesman

O'Connor, Flannery—short stories and essays—The Collected Works of Flannery O'Connor
Skloot, Rebecca—nonfiction—The Immortal Life of Henrietta Lacks
Welty, Eudora—autobiography—One Writer's Beginnings
Wilder, Thornton—drama—Our Town
Williams, Tennessee—drama—The Glass Menagerie OR A Streetcar Named Desire

Note on Plagiarism

Students should strive to display honor in all written responses, using the assigned novel and novel of choice as their primary sources of understanding, rather than relying on the internet or other outside sources for assistance. The school will employ outside resources to determine plagiarism. Any evidence of plagiarism will be handled according to the school's discipline policy.