

**AP Language & Composition**  
**Summer Reading 2018**

As a regular part of AP Language & Composition, students are expected to call upon evidence from their prior reading to support written arguments. As a result, many of the activities we will undertake in this class are designed to increase student exposure to well-regarded literature.

The required reading for the course will be In Cold Blood by Truman Capote. In addition, you are required to choose a second novel from the list below. Please choose a novel you have not yet read.

*Into the Wild*

*Their Eyes Were Watching God*

Jon Krakauer

Zora Neale Hurston

For **each** novel, find a list of the major themes (try looking in Cliff Notes or Spark Notes) and choose the two that are most interesting to you. As you read, track the appearance of these themes throughout the novel. Then fill out the attached “Moments Sheet,” identifying each theme’s five most important moments in the novel. Bring your “Moments Sheets” to class with you on the first day of school. I will be taking them up for your first grade of the year. (100 points for In Cold Blood and 100 points for selected novel)

In addition, you will respond in an essay of at least 350 words to one of the prompts below using In Cold Blood to support your argument. (We will write this essay at the end of the first week of school.) (100 points)

*The tone of a book reveals an author’s attitude toward his subject matter. Capote intended In Cold Blood to be both objective (non-judgmental) and sympathetic. Is this possible? Did he achieve it?*

*Respond to the following quote from In Cold Blood. Discuss its meaning within the work as well as its validity to society today:*

“Then he said something about a movie...said this show took place in Biblical times, and there was a scene where a man was flung off a balcony, thrown to a mob of men and women, who tore him to pieces. And he said that was what came to mind when he saw the crowd on the Square. The man being torn apart. And the idea that maybe that was what they might do to him. Said it scared him so bad his stomach still hurt...Course he was wrong, and I told him so--nobody was going to harm him, regardless of what he'd done; folks around here aren't like that” (253)

If you have any questions, you can reach me by e-mail at the address below. I look forward to meeting you and getting next year off to a great start.

Sincerely,

David Pert  
pertd@walton.k12.fl.us

**Moments Sheet-In Cold Blood**

Work: \_\_\_\_\_ Author: \_\_\_\_\_ Name: \_\_\_\_\_

		Moment (and Page #)	Quotation	Significance (to the novel's story)	Significance (to the development of theme)
Theme 1					
Theme 2					

**Moments Sheet-Selected Novel**

Work: \_\_\_\_\_ Author: \_\_\_\_\_ Name: \_\_\_\_\_

		Moment (and Page #)	Quotation	Significance (to the novel's story)	Significance (to the development of theme)
Theme 1					
Theme 2					