

Hallsville High School  
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## AP ENGLISH III SUMMER READING LIST and ASSIGNMENT

AP English III has two important components: study of American literature and preparation for the Advanced Placement Language and Composition Exam given each May by the College Board. Thus, **a serious commitment to reading and doing other assignments outside of class will be necessary for you to be successful in this class.** The expectation is that you will be organized, responsible, and committed in dealing with any assignment or project. **If you are not willing to be responsible for doing the work carefully and on time, you should not choose to be in this class.**

The first test of this commitment comes with the summer reading requirement. You must read carefully the two required works and prepare a thoughtful thesis statement about each that addresses both theme and techniques utilized by the writer (details on the back of this page). You will also need to be prepared to take tests or write essays over these books during the first few weeks of the year. These works will be our focus during that time.

I highly recommend getting your own copies of the books, whether new or used. **With your own copy, you can make annotations (write notes) about aspects of the books in the books as you read them. Making notes of your own, such as you might in a dialectical journal, would be extremely useful for you also; the process of examining characters, themes, setting and its possible impact, use of language devices, patterns that occur, etc. is VERY USEFUL in coming to an understanding of the literature that is more than superficial.** I know it's summer, BUT you can make the choice to be better prepared by making notes along the way. It won't take much longer than reading the books themselves if you do this as you read. Your thesis statements (SEE ASSIGNMENT ON THE BACK) will be much more meaningful if you do this.

The literature you will be responsible for reading is listed on the back of this page. This list of books will be provided to Books-a-Million and the public library in Longview. All titles should be available at these places, should you choose to purchase them or check them out. There are also some copies available through our library or from me.

**Please return the SIGNED form on the attached page to your present English teacher or to me in Room A221 before May 30. NOTE THE ASSIGNMENT ON THE BACK OF THIS PAGE THAT IS TO BE PREPARED FOR THE FIRST DAY OF CLASS.**

Good luck and good reading this summer! If you are willing to make this commitment, I look forward to having you in AP English III next fall.

*Martha Dalby*

Martha Dalby  
AP English III  
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**Sign up for my Remind 101 account to get messages sent to your phone for AP English III 2019-20:**

To: 81010 Message: @ap31920

## SUMMER READING LIST—AP ENGLISH III

- *The Adventures of Huckleberry Finn*—Mark Twain  
(counts as a required reading for AP U.S. History)  
OR  
*The Grapes of Wrath*—John Steinbeck (counts in AP U.S. History also)
- **ONE** of the following non-fiction books:
  - The Devil in the White City*—Erik Larson (counts in AP U.S. History also)
  - The Worst Hard Time*—Timothy Egan (counts in AP U.S. History also—ties in with *Grapes of Wrath* / Dust Bowl history)
  - Nickel and Dimed*— Barbara Ehrenreich
  - The Devil's Highway*— Luis Alberto Urrea
  - The Year of Living Biblically*—A.J. Jacobs

## SUMMER READING ASSIGNMENT

As you read each of the two works on the list, you are required to prepare a thoughtful thesis statement for an essay analyzing elements in these books.

In composing your thesis statement for each book, consider these two questions:

- 1) What is **ONE** of the writer's points or messages in this work?
- 2) What techniques / strategies does he or she use to convey that message?

### Some General Guidelines for a Thesis Statement

1. Make sure that it is ONE sentence.
2. Mention the author, one main idea/theme that the writer communicates, and the particular literary elements/techniques/strategies from his/her work that work to communicate that theme. You probably will also want to mention the title of the book that you are analyzing.
3. Avoid statements that are too broad or vague (broad-side-of-the-barn statements). A **subject** is a word or phrase like love, the struggle to survive, etc. A **theme statement** is more specific: it conveys the point the writer is making ABOUT a certain subject. (Ex.: The struggle to survive may break those who are weakest, or it may encourage others to become stronger and meet the challenge.)
4. **Consider the style and writer's techniques in each book**, such as structure, imagery, motifs, symbolism, diction, tone, figurative language, characterization, etc. Remember that you are analyzing the book overall, not just one portion.

### Sample thesis statements (the underlined portion is the **theme statement**):

Ray Bradbury brings into conflict certain characters representing attitudes and perspectives from the dystopian society in *Fahrenheit 451* to illustrate how propaganda can shape various elements of society into compliance or rebellion.

The progression of Scout's childhood encounters and experiences with various citizens of her town, such as Tom Robinson and Boo Radley, shows readers how prejudice can harm both those who feel it and those who experience its effects.

### Please follow the instructions below:

- These thesis statements should be typed.
- They should all be listed on one page.
- You must also list page numbers from the books that would be useful in providing examples for explaining and supporting the thesis statement—for example, pages where a particular sort of imagery is used or where certain events occur. These page numbers should be listed with each thesis.

These will be useful when we begin discussing these works and when you are composing your timed essays about the books, and they should give me some idea of your ability to think carefully and analytically about literature. Make sure you have some sound, thoughtful ideas to use.

**Make sure that your thesis statements are YOURS, not copied from some other source—be it friend or Spark Notes, etc. These will be due on the first day of class, so have them ready.** In addition to Advanced Placement, I consider that AP also stands for **Amplly Prepared**. If you have questions, please see me before school is out or email me at [mdalby@hisd.com](mailto:mdalby@hisd.com).

# COMMITMENT FORM—AP ENGLISH III

I have received the summer reading list for AP English III and make the commitment to read these two books and prepare the thesis statements required before school begins August 14, 2019.

I understand that if I am not currently achieving at least a B level grade (80-89) in Pre-AP English II or an A level grade (90-100) in Regular English II, it will be very difficult to be successful in AP English III.

I understand that Advanced Placement English requires a serious commitment to challenging reading and writing expectations, and I am willing to make that commitment for the 2019-2020 school year.

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Signature of student

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**Printed** name of student

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Date

I have read the information about AP English III and understand the level of commitment to the work that is needed for my student to be successful.

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Signature of parent/guardian

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Date

Please return this form to your present English teacher or to Ms. Dalby, rm. A221, before May 30.