

# 10<sup>TH</sup> GRADE CAP SUMMER READING ASSIGNMENT

Assignment overview: CAP 10 will begin with a unit on dystopian literature and film. To prepare, choose a work from each of the three following sections and complete the tasks that follow. **Please choose works you have not read/seen before.**

## Book Choices (Pick One)

1. ***Children of Men*** by P.D. James – A futuristic society suffers from mass infertility and humans face possible extinction.
2. ***A Clockwork Orange*** by Anthony Burgess – Passive citizens in this futuristic society are governed by a totalitarian super-state and are oblivious to the increasingly violent generation of teenagers. (*Contains violence and references to drug use.*)
3. ***Divergent*** by Veronica Roth – Citizens are classified in to five factions based on personality traits. Tris and her romantic crush stir things up when two factions try to take over.
4. ***Blindness*** by Jose Saramago – A sudden mass epidemic of blindness causes social upheaval.

## Novella Choices (Pick One)

1. ***Lord of the Flies*** by William Golding – A group of British boys crashes on an uninhabited island and must organize and fend for themselves without adult supervision.
2. ***The Time Machine*** by H.G. Wells – A Time Traveller tells a story about what he observed while travelling through the fourth dimension.
3. ***Fahrenheit 451*** by Ray Bradbury – In the future, people remain “happy” thanks to technology and the government’s ability to censor information.

## Movie Choices (Pick One)

- |   |  |
|---|--|
| 1. <b><i>Minority Report</i></b> (2002) | 5. <b><i>In Time</i></b> (2011)                  |
| 2. <b><i>Interstellar</i></b> (2014)    | 6. <b><i>The Matrix</i></b> (1999 – Rated R)     |
| 3. <b><i>Soylent Green</i></b> (1973)   | 7. <b><i>Equilibrium</i></b> (2002 – Rated R)    |
| 4. <b><i>Pleasantville</i></b> (1998)   | 8. <b><i>V for Vendetta</i></b> (2005 – Rated R) |

As you read each book and watch the movie, take thorough notes on **each** of the following:

- ✓ Main characters with descriptions
- ✓ Five good vocabulary words (cite page numbers) with definitions. **YOU WILL NOT DO THIS SECTION FOR THE MOVIE.**
- ✓ Plot overview (include descriptions of the type of society present, conflict, at least ten important events, and any resolution that may arise)
- ✓ The purpose of the book or movie (Is the author/producer making a criticism about society or humanity? Is it meant to teach a lesson?)
- ✓ Create and defend a theme that encompasses all three works (remember, themes are not simply motifs or concepts). Choose three quotes (that are cited using proper MLA citation) to include in your defense.

\*MLA Citation Exemplar: “If you really want to hear about it, the first thing you’ll probably want to know is where I was born” (Salinger 1).

\*Be prepared to turn in a hard copy of your notes and write a synthesis essay in class on **Monday, August 29**. Notes must also be submitted to turnitin.com by 3:30 p.m. on the same day. Class ID: 12761520; Password: pugrule

\*Please do not rely on the movie adaptations of the above literature selections as they are very different from the books and your synthesis essay will be given no credit.

Name: \_\_\_\_\_

Date Due: August 29, 2016 AP US Government & Politics

### Summer Reading Assignment

Welcome to AP Government! Next year we will immerse ourselves in learning all the ways that the government works for (and sometimes against...) you and America as a whole. The goal of your summer reading is to explore one of the following books on demographics and the ways that people participate in our political system. These are trends that have a lot of influence on our perception of the political system. If possible choose a book that you don't know that much about or that will challenge your existing views on the political system.

Pay attention to the author's **claims** about what different people believe about politics and the way they act on those beliefs.

Choose one of the following books:

- Culture War? The Myth of Polarized America by Morris P Fiorina (Longman, 3rd Edition, 2010)
- Is Voting for Young People? by Martin Wattenberg (Routledge, 3rd edition, 2011)
- Good Citizen: How a Younger Generation is Reshaping Politics by Russell J Dalton (CQ Press, Revised Edition, 2008)
- The Big Sort: Why the Clustering of Like Minded Americans is Tearing Us Apart by Bill Bishop (Mariner, 2009)

As you read you will take notes. Focus as you read on the **argument the author is making** about Americans. In your notes, write down the **claims** that make up that argument. Once you do that, begin to **evaluate the author's arguments by looking at the type of evidence he's using and the way he presents his interpretation**. You will reflect on this in your notes as well. Remember to always be a critical consumer of information.

There is a template of the notes you will be taking on the back of this sheet.

As always when you read, **keep track of unfamiliar vocabulary**. A running list of words, especially those that are political in nature, may help you get a jumpstart on the year. There is a vocabulary guide on the bottom of the notes template.

Finally, please **start watching/reading/following the news**. Even if you make 20 minutes once a week, that is a habit we can build on next year. Following the news is critical to an understanding of government because it gives you a practical framework on which to hang the theoretical knowledge. There will be current events assignments throughout next year.

I hope you have a great summer and I look forward to teaching you next year. Happy learning!

Ms. Russell

CAP AP NSL Government

Note Template:

Name

AP NSL Government

Date Due

Title of Book by Author

Author's Central Argument (Thesis): <i>This is a sentence or two on the author's overall argument for the entire book. What is the main idea he is trying to prove? It should contain the author's opinion.</i>		
Claim	Evidence used to Support Claim	Your Evaluation of Claim/Evidence
These are smaller aspects that make up the author's argument, like building blocks. They may be one part of the Thesis you wrote above, they may be supportive of that thesis but not mentioned directly. These are still statements the author would have to argue.	<ul style="list-style-type: none"><li>• These are direct quotes, facts and statistics from the book you are reading. This means use page #s.</li><li>• There should be multiple pieces of evidence that the author uses for each of his claims.</li></ul>	This is your own thinking, not the author's. Do you find the author's claim to be logical? Is the evidence that he used whole and credible? Why? If not, what is missing?  I should see your <b>critical thinking</b> here.
You will need multiple claims to support the Thesis.  <i>Ex: Arguments are more convincing with multiple supporting claims and pieces of evidence.</i>	<ul style="list-style-type: none"><li>• <i>6 out of 10 authors who use evidence change the mind of the person who is reading the book (pg. 22)</i></li></ul>	<i>Although this author uses a specific study, she is measuring something subjective. Although it is intuitive to me that more evidence means a better argument, I'm not sure this particular example is convincing.</i>

AP Government Vocabulary Addendum:

Choose **at least 3 words** that were included in or relate to your reading selection. **Define them and note where you found them in the book.** (Reminder: This is an inclusive list of Government vocabulary words. Not all of these words will appear in the book you have chosen. Never fear, we will review them all throughout the school year. Conversely, **feel free to add words** you feel are missing from this list but appear in your reading)

- |                    |                              |   |
|--------------------|------------------------------|---|
| Activist           | Federalism                   | Political Socialization (sometimes just called socialization) |
| Bandwagon effect   | Gender Gap                   | Primaries (closed, open, blanket)                             |
| Caucus             | Liberal                      | Proportional Representation                                   |
| Census             | Minority Majority            | Public Opinion  |
| Civic Duty         | National Convention          | Push Polls  |
| Civil Disobedience | National Committee           | Rational Choice Theory  |
| Coalition          | Party Identification         | Realignment   |
| Conservative       | Party Image                  | Reapportionment   |
| Critical Election  | Pluralism (Pluralist Theory) |   |

Demographics  
Democrat (with a capital D)  
Elite and Class Theory (sometimes  
just Elite Theory)  
Equality of Opportunity  
Equality of Results

Policy Agenda  
Policy Entrepreneurs  
Political Culture  
Political Elite  
Political Ideology  
Political Participation

Republican (with a capital R)  
Responsible Party Model  
Selective Perception  
Silent Majority  
Single Member Districts  
Ticket Splitting