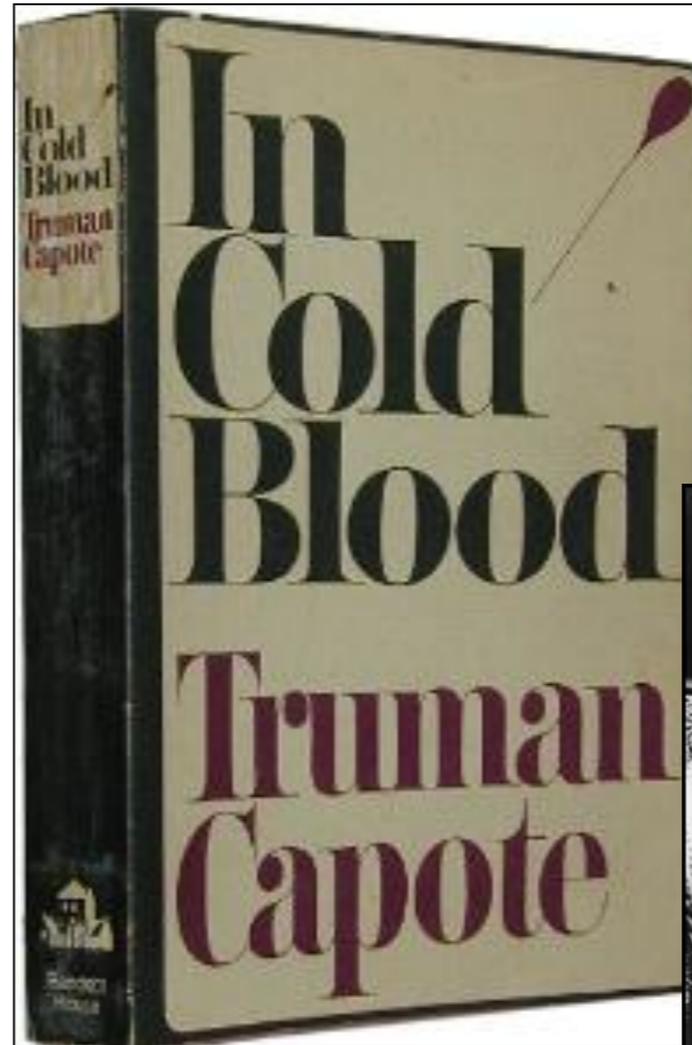


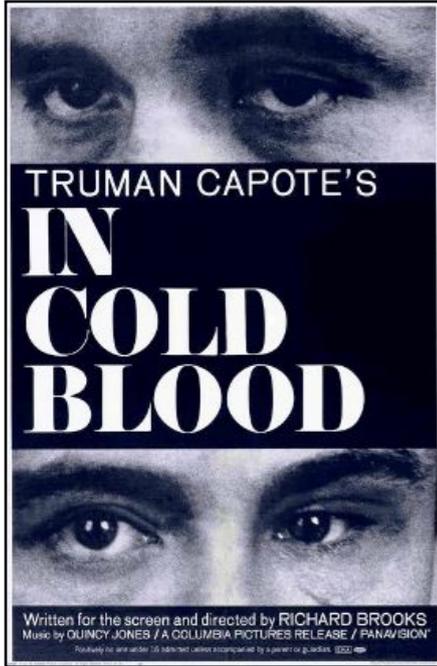
SPURLOCK: LANGUAGE AND COMPOSITION

# Summer Reading Assignment



## MRS. SPURLOCK'S SUMMER READING ASSIGNMENT

# AP Language and Composition



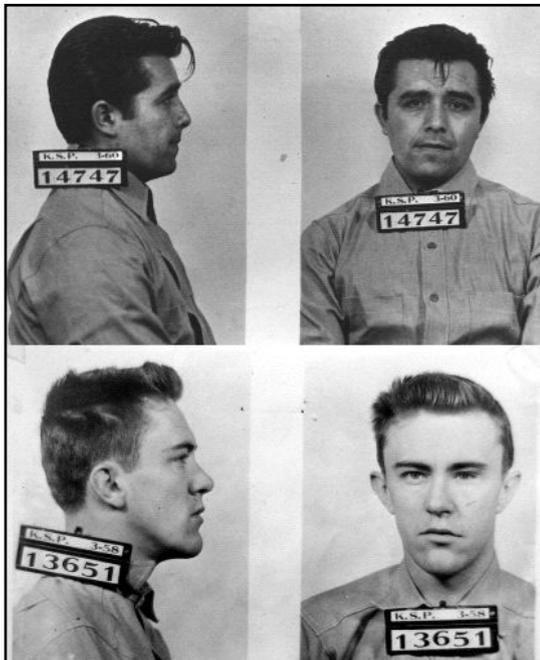
In Cold Blood is divided into four parts. Each part includes short, unnumbered chapters that shift back and forth examining different characters—it is particularly divided by visiting the citizens of Holcomb and then jumping back to Dick and/or Perry. It is important to recognize that In Cold Blood was one of America's first non-fiction novels, incorporating both elements of journalism and elements of fiction within its pages.

**Essential Question: What is the American Dream?**

Before and during this reading, you should become familiar (if you are not already) with the idea of the American Dream. **The American Dream is the idea that all Americans have an equal right to happiness, prosperity, and success regardless of their race, social class, or circumstance of birth.**

Link to the pdf. novel: [In Cold Blood](#) by Truman Capote

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# In Cold Blood: Why Should I Care?

## Literary Terms:

### 1. Character Sketch

In *Cold Blood* contains many interesting and real characters. This book could be an incredible tool to use when learning about character sketches or about how to write character sketches. There are many interesting projects that will come from the observations of characters throughout this book.

### 2. Dialogue

Often students have a hard time remembering the grammatical rules of dialogue, this book will be a great tool to use when discussing dialogue or when writing your own dialogue. The dialogue within *In Cold Blood* is often interesting, continually changing, and it tells the reader a lot about the different characters. Due to this, you could have a really fun time writing character sketches—particularly based on some of the dialogue between Dick and Perry and the people that they meet in their travels.



*In Cold Blood* opens with the rural farming community of 1959 Holcomb, Kansas.



Bobby Rupp wanders among the rotton fruit of the River Valley Farm's orchard, reminding him of the loss of his girlfriend, Nancy Clutter.



Eventually, Dick and Perry trade wide open skies for a lonely prison cell.



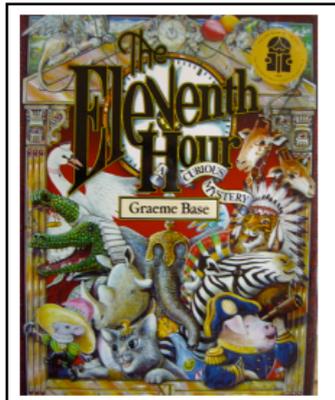
"[T]he whisper of wind voices in the wind-bent wheat."

### 3. Foreshadowing

The point of *In Cold Blood* is not the mystery of 'whodunit' and therefore it is a perfect example of foreshadowing. With that mystery out of the way, it becomes interesting and engaging to find pieces of foreshadowing that help to answer the questions: What happens that night in the Clutter home? Why do Dick and Perry murder the family? How will the town react when they catch Dick and Perry?

### 4. Genre

*In Cold Blood* was one of the first non-fiction novels and it is likely that it is the first non-fiction novel that you have read.



### 5. Hyperbole

Hyperbole may be something to discuss as we begin to wonder how much they can trust the words of Dick and Perry.

### 6. Motivation

Motivation will also be an interesting topic to discuss with other students. What motivates Dick and Perry? What motivates the detectives working on the case? How does motivation link to the American Dream?

### 7. Theme

*In Cold Blood* contains many varied themes within its pages, some of which we will discuss above and it will lead to interesting enduring issues, central questions, or class discussions.

**CAUTION:** Anyone who is teaching or reading *In Cold Blood* should also be aware that the book does include violence and sexual content. While it is not excessive, there may be students who are uncomfortable with reading it or parents who are uncomfortable with their children reading it.

**Due to this, students and parents should be made aware of these issues prior to the book being assigned.**

Projects during the summer and the first weeks of school in the fall.

**SUMMER: 1. Character journal:** Students will pick a character to focus on throughout their reading. They will then write entries (possibly even to you by your teacher) from the perspective of their character. I will let you pick your own character to journal about.

**FALL: 2. Multi-genre project:** Students are required to share another work (painting, song, video clip, etc.) that has some comparison to *In Cold Blood*. The similarity could be in theme, tone, etc.

**FALL: 3. American Dream :** Students will respond to prompts given regarding the American Dream. **Are all entitled to the American Dream? Who deserves to achieve the American**

**Dream?** Write an rough draft of an essay and place it in your google AP folder.

#### FALL: 4. Socratic Seminar

Socratic Seminar or Chalkboard exercise: Students will comment on the issue of the American Dream or Capital Punishment. They will also be required to constructively respond to the comments made by their peers. Media or Art presentation: Students must create a film, power point, painting, etc. that uses words, pictures, music, etc. to highlight a specific theme within the novel.

#### Summer Enrichment Resources: (Optional and for Extra Credit)

**The Eleventh Hour:** A Curious Mystery is an elaborately illustrated children's book by Graeme Base. In it, Horace the Elephant invites animal friends to his home for his eleventh birthday to play games and eat a fest. At eleven o'clock the party guests are shocked to find that someone has already eaten the feast.

The book is written in rhyme and the reader is expected to use the pictures and clues provided to discover the identity of the thief. This book would serve as a perfect and very interesting introduction to foreshadowing, mystery, motive, etc. within *In Cold Blood*.

#### Read these books for pleasure! No assignment!

##### Other Books:

The Westing Game by Ellen Raskin

The Mysteries of Harris Burdick by Chris Van Allsburg

#### Allusions to look up on the internet.

Poetry and music lyrics are used throughout *In Cold Blood*.

The book even opens with the first four lines of a French poem "Ballade des pendus" written by François Villon:

Frères humains, qui après nous vivez,  
N'ayez les coeurs contre nous endurcis,  
Car, si pitié de nous pauvres avez,  
Dieu en aura plus tôt de vous mercis.

Brothers that live when we are dead,  
don't set yourself against us too.

If you could pity us instead,  
then God may sooner pity you.

Other Poetry:



“The Race Who Don’t Fit In” Robert W. Service (A poem that Perry gave to a woman before he left her, pretending that he was the author.)

\* \* \*

Perry sings and plays the guitar throughout the book, including the songs:

“I’ll Be Seeing You” Bing Crosby

“Give Me Flowers While I’m Living” Flatt and Scruggs

The song “Renegade” by Styx would be a great song to introduce the idea of capital punishment. It also fits perfectly with Dick and Perry’s sentence in *In Cold Blood*. The entire song is the first person narrative of a man who is about to be executed by hanging for his crimes.

[Chorus]

The jig is up, the news is out, they finally found me

The renegade who had it made, retrieved for a bounty

Never more to go astray

The judge'll have revenge today on the wanted man

### Other Music for pleasure:

“Folsom Prison Blues” Johnny Cash

“Bohemian Rhapsody” Queen

“Small Town” John Mellencamp

“Fortunate Son” Creedence Clearwater Revival

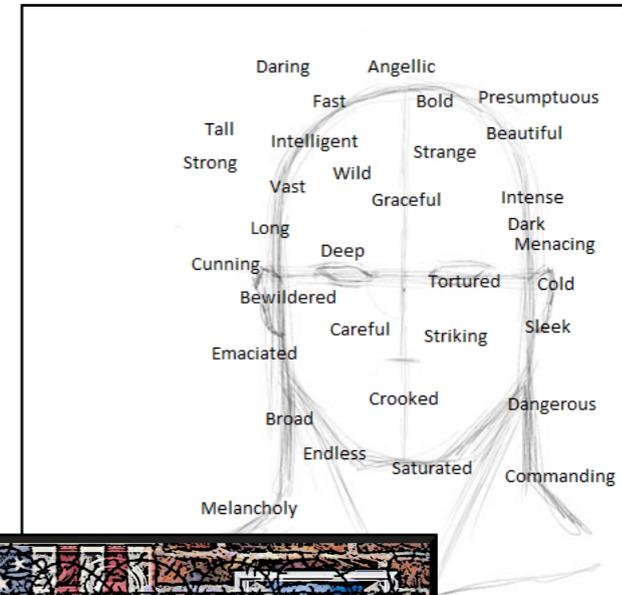
Thing about how these songs might relate to *In Cold Blood*?



# The American Dream, Character Sketches, and Truman Capote

## Summer Assignments

- 1.a. Who is Truman Capote?
- b. Why is he an important figure in American literature?  
( Research Activities)
  
2. What is the American Dream?  
( Rough Draft of an Essay)
  
3. Why are character sketches important?  
How do I write a good one? ( Writing for Pleasure)



The Anticipation Guide for the American Dream is the perfect first activity for this summer assignment. As its name suggests, the Introductory lesson helps you to anticipate the reading and the book and materials that are approaching.

You will be introduced to the book *In Cold Blood* and then immediately do an activity that

will get them thinking about the themes and issues within the book. There is no reason to delay—it is time to start thinking about the meaning behind the book. You will be given the opportunity to understand why the book has value and why the class is studying it, and the Introductory lesson provides you with that background.

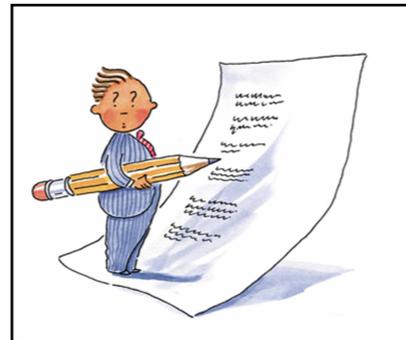
## Statement of Purpose:

got purpose?

The purpose of the Summer Assignment is to introduce you to issues and themes that will come up in the reading. It serves as a pre-reading tool to help guide your thoughts while reading.

### Procedure:

1. Please create a Google document and title it:  
**Summer Reading: In Cold Blood**
2. Create a folder and title it: **Summer Reading AP Assignment**
3. Please keep all your assignments in this folder
4. If you do not have access to a computer or the internet, you may keep everything in a paper notebook or journal.



### Pre-Reading Assignments:

[Click here](#) for assignment #1 : Truman Capote

[Click here](#) for assignment #2 : The American Dream

### As You Read Assignment: Complete this AS you read.

[Click here](#) for assignment #3: Character Sketch

### Post Reading Activity for pleasure: (optional)

Click below for: Truman Capote Films

[Infamous](#)    [Capote](#)    [Biography](#)

[Submission form for all assignments](#)