

AP English Language & Composition Summer Assignment

Dear Students:

Welcome to AP English Language & Composition! We're excited that you've accepted the challenge of taking the AP Lang & Comp course in the fall. We look forward to working with you and helping you work toward achieving your potential as readers, writers and thinkers between now and next spring.

To help prepare for next year, you will:

1. **Read one book of your choice (from the provided list)** and take some notes in a double-entry journal (think: plot thoughts)
2. **Write a short rhetorical analysis essay of 4-5 paragraphs for the provided AP prompt and corresponding text.** The attached text (last page of this assignment) is an excerpt from an article written by Cesar Chavez to mark the 10 year anniversary of Martin Luther King Jr.'s death. This excerpt and prompt are taken from the 2015 AP English Language & Composition exam and is structured exactly like the rhetorical analysis prompt you'll encounter on the AP exam in May 2022.

The *reading* and *notetaking* you do this summer will help you get a jumpstart on a couple of assignments: your first experience with rhetorical analysis and your future major research project. In early September, you'll be choosing a research topic for your year-long research paper. We highly recommend that you choose a nonfiction book tied to a topic you're interested in potentially researching for this project. However, this is not required. You might write your research paper on another topic than the nonfiction book you choose for this summer. That said, **choose a nonfiction book on a topic that deeply interests you.** If there is another book not on this list, please reach out to Ms. Hickey or Mr. Bienkowski for approval (it's very likely we will approve the book).

This summer assignment will also

1. give you an opportunity to deeply read and engage with a short, nonfiction text -- that is hopefully interesting -- and a chance to practice those close reading skills before we come back together in the fall.
2. help you familiarize yourself with the types of reading and writing exercises we'll do throughout next year - in this case, rhetorical analysis - and introduce you to an AP prompt.

If you have any questions or need help, please reach out to Ms. Hickey or Mr. Bienkowski. We do check our emails on a periodic basis over the summer, but may not be able to get back to you right away. It is our hope that you thoroughly enjoy your well-deserved vacation. Pursue your interests and passions, relax, reflect, spend time with friends and family, and most importantly, be safe. We'll see you in August!

Take Care,

Ms. Hickey (katie.hickey@scienceandtech.org)

Mr. Bienkowski (michael.bienkowski@scienceandtech.org)

Please read the following assignment sheets carefully to ensure accurate completion of each task.

Note: Any assignments that do not follow directions exactly will not be accepted. This assignment is due Friday, 20 August 2021 to your AP Language teacher. This will count as a formative grade.

PART I: Choose Book. Read Book. Take Notes on Book.

You will **read one full-length nonfiction book**. As you read, create a double-sided journal, or dialogue journal (handwritten on loose leaf paper or typed). **COMPOSE** 10 double journal entries. **See “Dialogue/Double Entry Journal Instructions”** for more directions. (FYI: “dialogue/double entry journal” = developed plot thoughts)

Please choose a book from the list below. If there is another book you would like to read, please reach out to Ms. Hickey (katie.hickey@scienceandtech.org) or Mr. Bienkowski (michael.bienkowski@scienceandtech.org)

Remember: choose a book on a topic that deeply interests you. This book could become a key source in your year-long research project.

Book Choices

Current Events

[Boo, Katherine. *Behind the Beautiful Forevers*](#)

[Fink, Sheri. *Five Days at Memorial*](#)

[Finkel, David. *Thank You for Your Service*](#)

[Hauser, Brooke. *The New Kids: Big Dreams and Brave Journeys at a High School for Immigrant Teens*](#)

[Kendi, Ibram X. *How to be an Antiracist*](#)

[Laskas, Jeanne Marie. *Hidden America: From Coal Miners to Cowboys, an Extraordinary Exploration of the People Who Make this Country Work*](#)

[Oboler, Suzanne. *Ethnic Labels, Latino Lives*](#)

[Stevenson, Bryan. *Just Mercy*](#)

[Tatum, Beverly PhD. *Why Are All the Black Kids Sitting Together in the Cafeteria?*](#)

Reading/Writing/Language

[King, Stephen. *On Writing*](#)

[Nafisi, Azar. *Reading Lolita in Tehran*](#)

Digital

[Carr, Nicholas. *The Shallows. What the Internet is doing to our Brains.*](#)

[Lapsley, Phil. *Exploding the Phone: The Untold Story of Teenagers and Outlaws who Hacked Ma Bell*](#)

[McGonigal, Jane. *Reality is Broken: Why Games Make Us Better and How They Can Change the World*](#)

[Turkle, Sherry. *Alone Together: Why We Expect More from Technology and Less from Each Other*](#)

Memoir/Biography/Autobiography

[Blow, Charles. *Fire Shut Up in My Bones*](#)

[Coates, Ta-Nehisi. *The Beautiful Struggle: A Memoir*](#)

[Didion, Joan. *Blue Nights*](#)

[Hobbs, Jeff. *The Short and Tragic Life of Robert Peace*](#)
[Rodriguez, Richard. *Hunger for Memory*](#)
[Vance, J.D. *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*](#)

Sports

[Dawidoff, Nicholas. *Collision Low Crossers: A Year Inside the Turbulent World of NFL Football*](#)
[Marx, Jeffery. *Season of Life: A Football Star, A Boy, a Journey to Manhood*](#)
[McDougall, Christopher. *Born to Run: A Hidden Tribe. Superathletes and the Greatest Race the World Has Never Seen*](#)

Popular Culture

[Cain, Susan. *Quiet: The Power of Introverts in a World that Can't Stop Talking*](#)
[Ganda, Martin and Caitlin Alifirenka. *I Will Always Write Back: How One Letter Changed Two Lives*](#)
[Grant, Adam. *Originals: How Nonconformists Move the World*](#)
[Jacobs, A.J. *The Know it All.*](#)

History

[Boyle, Kevin. *Arc of Justice*](#)
[Egan, Timothy. *The Worst Hard Time: The Untold Story of those Who Survived the American Dustbowl*](#)
[Friedman, Thomas L. *The World Is Flat: A Brief History of the Twenty-first Century*](#)
[Kendi, Ibram X. *Stamped* or *Stamped from the Beginning*](#)

Science

[Foer, Joshua. *Moonwalking with Einstein: The Art and Science of Remembering Everything*](#)
[Haskell, David George. *The Forest Unseen: A Year's Watch in Nature*](#)
[Kiernan, Denise. *The Girls of Atomic City. The Untold Story of Women Who Helped Win World War II*](#)
[Preston, Richard. *The Hot Zone: A Terrifying True Story*](#)
[Roach, Mary. *Stiff: The Curious Life of Human Cadavers*](#)
[Sacks, Oliver. *Musophilia: Tales of Music and the Brain*](#)
[Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*](#)
[Sobel, Dava. *The Glass Universe: How the Ladies of the Harvard Observatory Took the Measure of the Stars*](#)

Food

[Moss, Michael. *Salt. Sugar. Fat: How the Food Giants Hooked Us*](#)
[Pollen, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*](#)
[Safran Foer, Jonathan. *Eating Animals*](#)

Dialogue/Double Entry Journal Instructions

This assignment can be on loose leaf paper or typed

What is a double-entry journal?

In double-entry journals, facts are written in the left-hand column and interpretation or reactions on the right (see section on format below).

The Role of the Journal for the Summer Assignment and in Class

Your double-entry journal will include responses to your summer reading books. During the school year, you will also take notes during lectures or class discussions and in response to readings. Ideas in your notes will help to prompt class discussions, as well as help you further process these discussions, serving as resources for essays.

Why use a double-entry journal?

- Helps prepare you for essays and to contribute thoughtfully to class discussions (small-group, whole-class)
- Helps develop your critical thinking skills & enhance close reading skills
- Helps you distinguish between facts (quotations, summaries, paraphrases) and applications, personal responses, and analyses
- Shows how making meaning is a process. Ideas can evolve and change as you interact with information and reflect upon it.
- Helps you become active/reflective learners who construct knowledge (rather than passively absorb it), making this knowledge your own, and creates a foundation for student-centered learning. The journal is a way for you to engage with texts and begin class discussion with what you feel is relevant.

Double-Entry Journal Format

- Facts are written on the left and interpretations on the right
- In the left-hand (fact) column, you may include quotations, summaries, or paraphrases
- In the right-hand (interpretation and reaction) column, you may analyze or personally respond. Questions you can consider/answer for the right side interpretations:
 - (Fiction): What do I predict will happen? Give support from the text.
 - How does this tie in with my experience, previous readings, class discussions, expectations?
 - What do I not understand? What questions do I have?
 - What impressed me/annoyed me about the reading?
 - What do I notice about the author's techniques - how does he or she emphasize a point or evoke a reaction? (Consider mood, tone, foreshadowing, irony, figurative language devices, sound devices, and other literary devices. Figurative language devices include simile, metaphor, personification, hyperbole, synecdoche, metonymy. Sound devices include rhyme, alliteration, assonance, consonance, euphony, cacophony)
 - How does this new information fit with my beliefs, my philosophy, prior knowledge?
 - Where have my ideas been challenged, changed, confirmed?

Reflections should be more than just "I like this idea," or "I've never met a person who could live up to this." Comments should reflect thoughtful views on the implications of what the author is saying. The WHY and HOW should be explored rather than the WHAT. **Be sure to title and date each entry.**

Sample Double Entry Journal Responses and Rubric Rating

Maya Angelou and Frederick Douglass Passage

July 22, 2021

Left-hand Column: Facts, quotes, summaries, paraphrases, concrete details	Right-hand Column: Responses and Interpretation (Commentary)
<i>"My race groaned. It was our people falling. It was another lynching, yet another Black man hanging on a tree" (Angelou 135).</i>	<p><i>The people in the store think Joe Louis is losing the fight. (Weaker - developing proficiency, Does not meet expectations. C-, 70%)</i></p> <p><i>The people in the store are filled with anxiety and expectation as they watch the fight. When Joe Louis appears to be losing, they feel that</i></p>

	<i>symbolically they are all losing. Their hope and dreams for freedom and respect are fighting in that ring. (Medium - meets proficiency - B, 85%)</i>
<i>Frederick Douglass describes his experience of learning to read and write as one that causes him great "anguish." He describes this suffering as causing him to "writhe" under a "curse" (Douglass 132).</i>	<i>Douglass suggests that his own education comes at a huge mental cost. The weight of learning to read and write is not difficult because of the concepts but because of the burden it puts on him. He knows the full extent of slavery. This language is the opposite of how we expect Douglass to see his education. (Strong - High proficiency - exceeds standard - A, 95%)</i>

PART 2: AP Rhetorical Analysis Text & Essay

Read the Cesar Chavez speech and coordinating prompt on the LAST page of this assignment document.

Steps for Reading the Text & Writing the Essay

- Read and annotate the prompt. Summarize, in your own words, what the prompt is asking you to do.
- Identify the speaker / author of the text and any information you have about them. (no need for research)
- Closely read and annotate the text. **Note the following while you read:**
 - Any literary devices or key writing choices that you notice Chavez makes that helps the reader better see, or understand, what he is saying. This can look like (but is not limited to): diction, tone, shifts in tone, development of his argument (order of events / points); imagery, similes & metaphors, repetition etc. You might notice something that looks purposeful, but don't know if it has a "name". That's okay! In the essay, describe what it is you're seeing in your own words.
 - Identify, and briefly summarize for yourself, **the purpose** of the text. What is the text attempting to achieve? What's the point? Why did Chavez write this article? Does he succeed in achieving the purpose?
- When you're done reading, return to the prompt and **choose 2-3 rhetorical (writing) choices** Chavez makes that you think help him achieve the purpose of his article. Identify that purpose.
- Write your thesis & organize your essay (at least 1 writing choice per body paragraph. Minimum 2 body paragraphs)
- Write your essay! Remember: no 1st person. This is an essay that should be entirely in 3rd person.
 - You may **handwrite or type your essay.** The essay is due **Friday, 20 August 2021, in class.**

Overview

1. Bring completed assignment with you on Friday, 20 August 2021. This includes:
 - a. Double-Entry Journal entries for nonfiction book choice
 - b. Double-Entry Journal entries for fiction book choice
 - c. Rhetorical analysis essay
2. Work may be typed or handwritten.
3. Any assignments not turned in on Friday August 20th will be marked late and receive a 20% deduction in credit. Any student who does not complete a summer assignment will be issued a zero until he/she makes up the assignment for a reduced grade.

Please reach out to Ms. Hickey or Mr. Bienkowski if you have any questions or want to suggest a book to read. Expect a reply in 3-5 business days. We look forward to seeing you in the fall.

AP ENGLISH LANGUAGE & COMPOSITION
2015 EXAM RHETORICAL ANALYSIS QUESTION

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

On the tenth anniversary of the assassination of Dr. Martin Luther King, Jr., labor union organizer and civil rights leader Cesar Chavez published an article in the magazine of a religious organization devoted to helping those in need. Read the following excerpt from the article carefully. Then, in a well-written essay, analyze the rhetorical choices Chavez makes to develop his argument about nonviolent resistance.

Dr. King’s entire life was an example of power that nonviolence brings to bear in the real world. It is an example that inspired much of the philosophy and strategy of the farm workers’ movement. This observance of Dr. King’s death gives us the best possible opportunity to recall the principles with which our struggle has grown and matured.

Our conviction is that human life is a very special possession given by God to man and that no one has the right to take it for any reason or for any cause, however just it may be.

We are also convinced that nonviolence is more powerful than violence. Nonviolence supports you if you have a just and moral cause. Nonviolence provides the opportunity to stay on the offensive, and that is of crucial importance to win any contest.

If we resort to violence then one of two things will happen: either the violence will be escalated and there will be many injuries and perhaps deaths on both sides, or there will be total demoralization of the workers.

Nonviolence has exactly the opposite effect. If, for every violent act committed against us, we respond with nonviolence, we attract people’s support. We can gather the support of millions who have a conscience and would rather see a nonviolent resolution to problems. We are convinced that when people are faced with a direct appeal from the poor struggling nonviolently against great odds, they will react positively. The American people and people everywhere still yearn for justice. It is to that yearning that we appeal.

But if we are committed to nonviolence only as a strategy or tactic, then if it fails our only alternative is to turn to violence. So we must balance the strategy with a clear understanding of what we are doing. However important the struggle is and however much misery, poverty and exploitation exist, we know that it cannot be more important than one human life. We work on the theory that men and women who are truly concerned about people are nonviolent by nature. These people become violent when the deep concern they have for people is frustrated and when they are faced with seemingly insurmountable odds.

We advocate militant nonviolence as our means of achieving justice for our people, but we are not blind to the feelings of frustration, impatience and anger

which seethe inside every farm worker. The burdens of generations of poverty and powerlessness lie heavy in the fields of America. If we fail, there are those who will see violence as the shortcut to change.

It is precisely to overcome these frustrations that we have involved masses of people in their own struggle throughout the movement. Freedom is best experienced through participation and self determination, and free men and women instinctively prefer democratic change to any other means.

Thus, demonstrations and marches, strikes and boycotts are not only weapons against the growers, but our way of avoiding the senseless violence that brings no honor to any class or community. The boycott, as Gandhi taught, is the most nearly perfect instrument of nonviolent change, allowing masses of people to participate actively in a cause.

When victory comes through violence, it is a victory with strings attached. If we beat the growers at the expense of violence, victory would come at the expense of injury and perhaps death. Such a thing would have a tremendous impact on us. We would lose regard for human beings. Then the struggle would become a mechanical thing. When you lose your sense of life and justice, you lose your strength.

The greater the oppression, the more leverage nonviolence holds. Violence does not work in the long run and if it is temporarily successful, it replaces one violent form of power with another just as violent. People suffer from violence.

Examine history. Who gets killed in the case of violent revolution? The poor, the workers. The people of the land are the ones who give their bodies and don’t really gain that much for it. We believe it is too big a price to pay for not getting anything. Those who espouse violence exploit people. To call men to arms with many promises, to ask them to give up their lives for a cause and then not produce for them afterwards, is the most vicious type of oppression.

We know that most likely we are not going to do anything else the rest of our lives except build our union. For us there is nowhere else to go. Although we would like to see victory come soon, we are willing to wait. In this sense, time is our ally. We learned many years ago that the rich may have money, but the poor have time.