

AP Language and Composition
2018 Summer-Reading Assignment

Purpose: In Conroe ISD, we encourage all students to read over the summer in order to enrich learning and provoke thought. Summer reading strengthens reading skills, increases academic achievement, fosters a love for reading, and empowers students to become lifelong learners. Additionally, students who enroll in a Pre AP, AP, and DC English course are expected to engage in summer reading as it prepares students for the upcoming school year and creates an initial common framework for classroom discussion and instruction.

Assignment 1: Read and annotate *The Immortal Life of Henrietta Lacks* (ISBN-10: 1400052181)

- A)** For the first portion of the AP Language and Composition summer assignment, you will be working with *The Immortal Life of Henrietta Lacks*. This is a compelling book. Make sure to give yourself enough time to read and annotate it. (See guidelines below.) Each student is required to work with a hard copy of the text (no e-books or electronic downloads will be accepted). I highly encourage you to purchase your own copy so that you can annotate freely and well. However, if you find that you are unable to purchase it, you may check out a copy from the library and use post-it notes for annotation purposes. (Note: you must have access to the book for at least the first three weeks of school.) All annotations are due the first day of class.
- B)** After completing the book, write a reflective essay in which you discuss your response to the story. Here are some questions to consider: What insight did you gain? What aspect of this story was the most compelling? the most troubling? Think about human-rights violations. Does this qualify? If so, in what way? If not, why not? This reflection should be no longer than one typed page. You must follow MLA guidelines. This essay is due on the first day of class.

Assignment 2: Great Speeches That Changed the World

- A)** For the second portion of the AP Lang. and Comp. summer assignment, you will select six of the following speeches to read and analyze. Print out, read, and annotate each selection.
1. George Washington Presidential Farewell Address
 2. Thomas Jefferson Presidential Inaugural Address
 3. Susan B. Anthony "Is it a Crime for a Citizen of the United States to Vote?"
 4. Clarence Darrow Closing speech in defense of Henry Sweet
 5. Franklin D. Roosevelt Presidential Inaugural Address
 6. Winston Churchill "On Friday evening last..." or "Blood, Toil, Tears, and Sweat"
 7. J. Robert Oppenheimer Speech on the atomic age
 8. John F. Kennedy Presidential Inaugural Address
 9. Martin Luther King, Jr. Civil Rights speech on the eve of his assassination
 10. Malcolm X Speech celebrating African descent
 11. Richard Nixon National Address promising transparency post-Watergate
 12. Ronald Reagan Speech in West Berlin
 13. Elie Wiesel Speech reviewing the 20th century
 14. George W. Bush Address to the nation after 9/11 attacks
 15. Barack Obama Speech after winning the US presidential election
 16. Malala Yousafzai Speech to the UN Youth Assembly
- B)** After reading each speech, SOAPStone it using the following chart. Again, all work must be typed and is due on the first day of school. This assignment will also be uploaded into turnitin.

SOAPStone Graphic Organizer for Rhetorical Analysis

CLOSE READING			How do you know? Cite specific evidence in the text.
<p>When creating your own chart, it is not necessary to include the third column below. A three-column chart is fine.</p>			
S	Who is the Speaker?	<ul style="list-style-type: none"> Who is the speaker? Identify the speaker's age, gender, class, and education. The voice tells the story. Whose voice is being heard within the text? What can you tell or what do you know about the speaker that helps you understand the point of view expressed? 	
O	What is the Occasion?	<ul style="list-style-type: none"> What is the time and place of the piece? What is the current situation (that prompted the writing)? Is this a political event, a celebration, an observation, a critique, or ...? Identify the context of the text. 	
A	Who is the Audience?	<ul style="list-style-type: none"> Who are the readers to whom this piece is directed? It may be one person or a specific group. Does the speaker specify an audience? What assumptions exist in the text about the intended audience? 	
P	What is the Purpose?	<ul style="list-style-type: none"> What is the purpose behind the text? Why did the author write it? What is his goal? (To find the purpose, ask, "What did the author want his audience to think or do as a result of reading this text?") What is the message? How does the speaker convey this message? 	
S	What is the Subject?	<ul style="list-style-type: none"> What topic, content, and ideas are included in the text? State the subject in a few words or a short phrase. Is there more than one subject? How does the author present the subject? Does he introduce it immediately or do you, the reader, have to make an inference? 	
TONE	TONE What is the Tone?	<ul style="list-style-type: none"> What is the attitude of the author? Is the author emotional, objective, neutral, or biased about this topic? What types of details "tell" the author's feelings about the topic? What types of diction (choice of words), syntax (sentence structure), and imagery (metaphors, similes, and other types of figurative language) help reflect the tone? How would you read the passage aloud if you were the author? 	

Annotating 101

What is the point of annotation?

- Annotation—taking notes while reading—encourages active, more thoughtful reading.
- The reader gets a deeper initial reading and an understanding of the text that lasts.
- Annotation provides a useful overview to consult before discussions or writing assignments.

Important Caveat: The most common complaint about annotating is that it slows down your reading. Yes, it does. That's the point. If annotating as you read annoys you, read a chapter or other designated section, then go back and annotate.

What should you annotate? The possibilities are limitless. Your annotations **must include comments**. I want to see evidence of **thinking**. Here are some ideas about what you can annotate:

1. Look for **patterns** and label them (word choice, sentence patterns, symbols, images, etc.).
2. **Literary devices:** themes, similes, metaphors, personification, images, foreshadowing, symbolism, allusions, point of view, tone, mood, etc. **Do not just label, but also comment on the effect of its usage.**
3. **Summarize** key events - at the ends of chapters or sections, write a bulleted list of key plot events.
4. Write an alternative title for each chapter or section and explain your thinking.
5. **Vocabulary:** circle words you want to learn or that jump out at you for some reason. You don't have to write out a full dictionary definition; it is actually more helpful to put the definition into your own words.
6. **Make connections** to movies, news events, other texts, & your life
7. The actions or development of a **character**. Does the character change? Why? How?
8. Something that **intrigues, impresses, amuses, shocks, puzzles, disturbs, repulses, aggravates**, etc.
9. Mark & comment on passages you think are especially **significant, powerful, or meaningful**.
10. Express **agreement or disagreement**.
11. Make **predictions**.
12. Note anything you would like to know more about or **do not understand**.
13. Intriguing sentence patterns, a key moment in the plot, a bit of dialogue that reveals character, clues about the setting, passages that reveal theme, etc.

Suggestions about how to use the margins and blank pages:

- Reserve the tops of pages for brief summaries/plot points.
- Side margins provide room for observations, insights, and questions as well as notes on style and the effect of literary devices.
- The bottom of a page might be just the place for definitions of unfamiliar words.
- Blank pages and inside covers provide room for lists of characters, charts of symbols, themes, and such.

Scoring Rubric

- A: Good annotations are reflective, purposeful and thoughtful, are spread evenly throughout the entire book, and clearly reveal your thought process.
- B: Annotations are evident throughout most of the text. Annotations lack reflection, purpose or thoughtfulness. Do not clearly reveal your thought process.
- C: Annotations are sporadic, incomplete and/or do not reveal evidence of effort, thought or purpose.
- D/F: Annotations reflect a lack of reading, possibly in skipped sections or random annotations of insignificant material.