

Summer Reading 2019-2020

Junior AP English Language and Composition

Students learn best when that learning is continuous. The summer assignment is intended to bridge skills from sophomore honors to Junior AP. Your work will build on prior learning as you explore the texts and complete the accompanying writing assignment in preparation for junior year.

Junior AP English revolves around close reading of texts. Students must demonstrate the ability to read the texts and respond to them relying on their own critical judgments. The following assignments and quotation will set the foundation for discussion and analysis throughout the year:

“Adversity has the effect of eliciting talents which in prosperous circumstances would have lain dormant.”

Part I: Purchase, Read, and Annotate ONE book of your choice from the following list:

Read and annotate the book, which means you must write in the book. Specifically, you should annotate for characterization (direct, indirect), character traits, motivation, roles within society, distinctions in social class represented by setting and character, and how characters portray the attitudes of the time period. In addition, you may want to mark places in the text that: reflect the author’s argument, symbolism, tone, irony, use of figurative language, “aha” moments, author’s word choice, things that remind you of other books that you have read, connections to current events, interesting ideas or questions, etc. Feel free to mark any places that you consider important or places where you have a question.

You will use the novel as evidence for your in-class essay that you will take your first week of school; additionally, you can expect to be tested on the novel as a whole the first week as well.

Desmond, Matthew. *Evicted: Poverty and Profit in the American City* **ISBN-10: 0553447459**

Hobbs, Jeff. *Short and Tragic Life of Robert Pease: A Brilliant Young Man Who Left Newark for the Ivy League*

ISBN-10: 1476731918

Stevenson, Bryan. *Just Mercy: A Story of Justice and Redemption* **ISBN-10: 081298496X**

Vance, J.D. *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis* **ISBN-10: 0062300555**

Westover, Tara. *Educated: A Memoir* **ISBN-10: 0399590501**

30 POSSIBLE POINTS (See Annotation Rubric)

PART II: Before reading the texts listed in Part III, complete the AP Language Analysis Terms.
SEE ATTACHED LIST OF TERMS. Use these terms to annotate the texts. **25 POSSIBLE POINTS**

PART III: Purchase a copy of 50 Essays-5th Edition (ISBN-13: 978-1319043728). This book will serve as our textbook throughout the school year. Read and annotate the following three texts, including introductory information:

- Frederick Douglass’s “Learning to Read and Write” P. 125
- Nancy Mairs’ “On Being Cripple” P. 226
- Bharati Mukherjee’s “Two Ways to Belong in America” P. 267

As you read these 3 texts, consider the question, “Does adversity build character?”

PART IV: As you read the three texts, ANNOTATE FOR THE FOLLOWING:

- What are some of the SUBJECTS in the essay?
- Who is the SPEAKER of the essay?
- What is the OCCASION for the essay?
- Who is the AUDIENCE for the essay?
- What is the PURPOSE of the essay?
- What EVIDENCE (analysis terms/quotes/appeals, etc.) does the author use to support his/her purpose?

ANNOTATIONS = 30 POSSIBLE POINTS

ACADEMIC DISHONESTY & PLAGIARISM ALERT: THIS ASSIGNMENT REFLECTS YOUR PERSONAL ANALYSIS. Do not use outside sources, including classmates, to complete this work. The student handbook defines academic dishonesty as “any action intended to obtain credit for work that is not one’s own” and lists the consequences as “parent notification, a referral to the Dean’s office and a ‘zero’ for the assignment.” Your work should reflect YOU.

******Due the FIRST FULL DAY of class. No late assignments will be accepted. If you are absent the first day, be prepared to turn in your assignments on your first attendance day.***

If you have any questions as you complete the assignment, feel free to contact one of the AP Instructors:

Mr. Schwarz (dschwarz@d230.org)

Mrs. Creamer (bcreamer@d230.org)

Mrs. Snyder (esnyder@d230.org)

AP LANGUAGE AND COMPOSITION ANALYSIS TERMS

Argument and Literary analysis are important parts of the AP Language and Composition curriculum. To prepare to analyze, there are some common terms that all students should know. Look up and record definitions for each of the following terms. Write an original example of each term. Please **hand-write** the term, definition, and example for the following words (DO NOT TYPE). Be sure to use rhetorical/literary definitions. You should refer to these terms for your work on all parts of the summer assignment.

Rhetoric	Mood	Juxtaposition	Organization Patterns
Ethos	Imagery	Antithesis	Expository essay
Pathos	Figurative Language	Anecdote	Description essay
Logos	Metaphor	Allegory	Persuasion essay
Diction	Simile	Analogy	Narrative essay
Denotation	Personification	Point of View	Cause/Effect essay
Connotation	Understatement	First Person	Process/Analysis essay
Colloquial	Hyperbole	Second Person	Compare/Contrast essay
Formal Language	Paradox	Third Person	
Informal Language	Rhetorical Questions	Subjective	
Jargon	Allusion	Objective	
Dramatic Irony	Syntax	Tone	
Verbal Irony	Parallelism		