

# Mansfield ISD

## *AP Language & Composition*



The AP English Language & Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.

At Mansfield ISD, our AP Language teachers share your passion for knowledge and dedication to excellence, and they look forward to working with you next year. Statistics prove that reading widely and deeply improves test scores and increases student success both in college and in their future careers. In order to increase your chances for success as an AP student, it is important for you to stay intellectually engaged (especially during those long summer months of unstructured time) so that you continue to grow as a scholar. Therefore, MISD requires that all AP students participate in a summer reading study. The titles you read during the summer are a great way to begin the new school year with a shared experience for discussion and writing.

**It is extremely important that you complete the required summer reading and assignment.** Your summer reading selection will lay the foundation for success on the AP exam. Additionally, you should be prepared to participate in written assignments, class discussions, and/or seminars related to the summer reading. As a district, Mansfield ISD embraces the lifelong love of reading and it is our goal to promote a passion for reading in our students.

Thank you for supporting reading and creating lifelong learners in our students.

Theresa Pollok  
Secondary Literacy & Library Coordinator



# **Mansfield ISD**

## **AP Language & Composition**

### **Summer Reading**

#### **REQUIRED READING #1**

##### *Martin Luther King's Letter from Birmingham Jail*

On April 12, 1963, while Martin Luther King was in the Birmingham jail because of his desegregation demonstrations, eight prominent white Alabama clergymen published the following statement in the local newspapers urging blacks to withdraw their support from Martin Luther King and his demonstrations. Although they were in basic agreement with King that there should be "honest and open negotiation of racial issues", they accused King of being an outsider, of using "extreme measures" that incited "hatred and violence", that King's demonstrations were "unwise and untimely", and that the racial issues should instead be "properly pursued in the courts." Access the *Clergymen's Letter* [here](#).

A copy of the newspaper where the clergymen's letter was published was smuggled into Dr. King's jail. No paper being allowed in his jail, Dr. King first began his response to their letter by writing in the margins of the newspaper, then on scraps of paper (also smuggled in), finally finishing the letter on a pad given to him by his lawyers who were eventually allowed to see him. The now-famous civil rights guidepost, [Letter From Birmingham Jail](#) was the result.

#### **REQUIRED ASSIGNMENT with REQUIRED READING #1**

See pages 5-10 of this document for the required assignment to complete with Martin Luther King's *Letter from Birmingham Jail*. In preparation for a study of rhetoric (persuasive speech) this year, please do the following:

- (1) Read the [Clergymen's Letter](#) and [The Letter from Birmingham Jail](#).
- (2) Complete the Rhetorical Web in this document.

This assignment is due on your **second day of class**.

#### **Plagiarism:**

In order to fully prepare our students for expectations at the collegiate level, plagiarism of any kind is unacceptable. Please refer to the following link for guidance:

<https://owl.english.purdue.edu/owl/resource/589/01/>

There are many resources available online, at the library, and in bookstores.

## **REQUIRED READING #2**

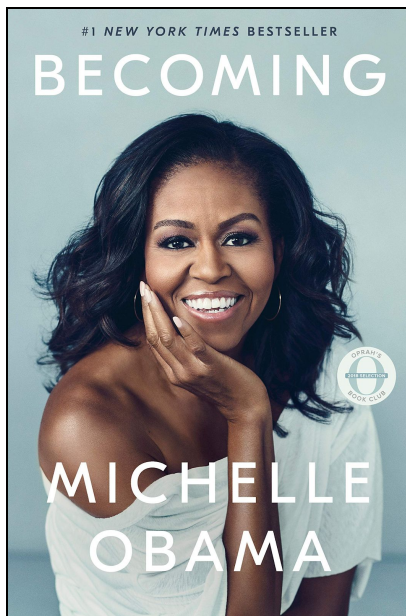
At MISD, in our AP Language & Composition class, we want our students to build a repertoire of nonfiction. Reading nonfiction books will help students build a depth of knowledge that they will be able to pull from when preparing for their AP Language test and will continue to prepare students for the academic rigor of future college and AP English readings they will encounter in college.

Select **ONE** nonfiction title from the list below.

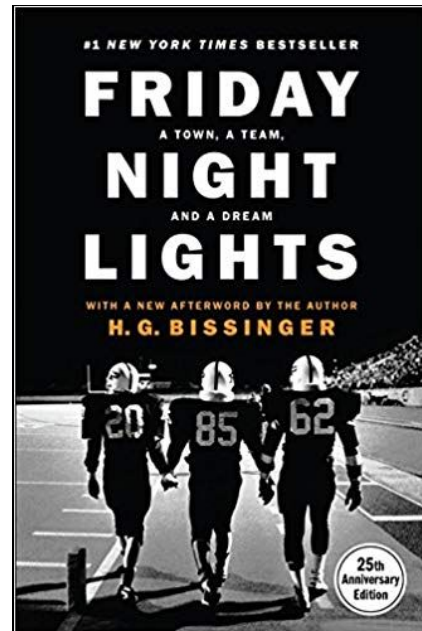
Students may check out their choice book from the public library or purchase the book from a store/online.

*\*Please note that some of the books on this list may contain mature language and/or situations.*

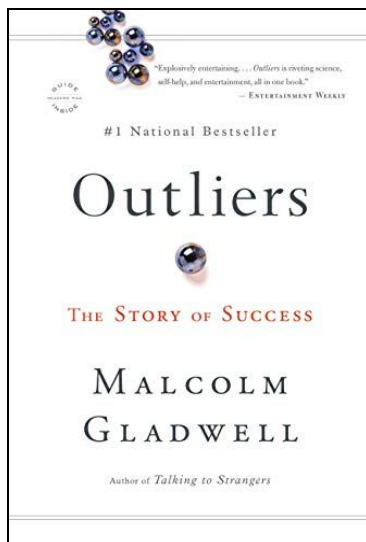
*Becoming* by Michelle Obama



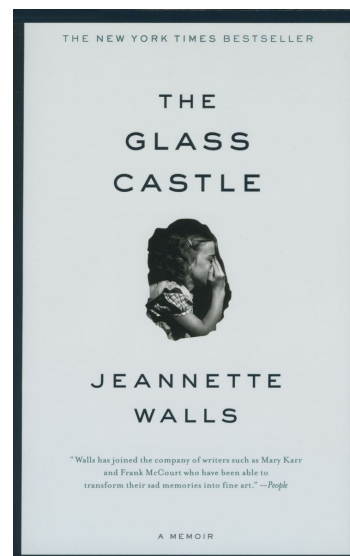
*Friday Night Lights* by H.G. Bissinger



*Outliers: The Story of Success* by Malcolm Gladwell



*The Glass Castle* by Jeannette Walls



We *suggest* you annotate your novel using high-level notes, not just summary, by either writing in your book or using post-it notes throughout. Annotating keeps the reader engaged with the text. While you are reading this summer and during the school year, you can use one or more of these strategies to mark the book and include your thoughts and questions.

### How to annotate?

- Write comments to ask questions, relate to characters, make connections to other texts, and/or world events, etc.
- Write comments about the novel's characters, theme, author's craft, plot, word choice, or literary elements.

### Suggested annotation strategies:

- Star any passages that are very important: events, decisions, or relationships.
- Underline any sentences that made you think or appealed to you and describe your thinking.
- Circle/highlight words that are unfamiliar or make a list of them in the back of the book.
- Put a question mark by areas that you were confused about or did not fully understand.
- Bracket any sentences that exemplify the theme, author's craft, literary elements, or word choice. Write your thoughts about it.

### Suggested sentence stems for annotation:

#### *Characterization*

How does he/she change?

What insights does the character gain?

#### *What big ideas are being developed?*

What conflict arises?

What theme does the author establish? What passages support this theme?

#### *What techniques does the writer use and why?*

What is the effect of the literary devices being used (e.g. foreshadowing, personification)?

Where does the author use punctuation and sentence structure effectively?

What are the key passages? Why are they significant?

Notice sentences/passages. Make a comment about how they affect the story.

#### *Author's Purpose/Craft*

It's interesting how the author...

Something I noticed about the author's style...

I do/don't like this author's writing style because...

The author used this device/figurative language because...

The point of view is important because...

The effect of this figurative language is...

#### *Thought starters*

The descriptions of \_\_\_ show \_\_\_

The point of view shifts here because...

This scene happens now because...

This contributes to the plot by...

I noticed/think...

I wonder...

I'm surprised that...

I realized...

If \_\_\_, then...

I'm not sure why...

This excerpt makes me think that...

I used to think \_\_\_, but now I think \_\_\_

I still think \_\_\_, but I'd like to add \_\_\_.

This reminds me of...

An experience I have had like that...

This reminds me of the book \_\_\_\_\_ because...

In my mind I picture \_\_\_\_\_ when I read \_\_\_\_\_

I agree with \_\_\_\_\_ because...

**REQUIRED READING #1 ASSIGNMENT**

**Rhetorical Web**

Read [Letter from Birmingham Jail by Martin Luther King, Jr.](#) On the rhetorical web below, take notes and provide examples for the corresponding rhetorical strategies and appeals. In most cases, you should have multiple answers with multiple sentences. Include textual evidence in each box. Print these last six pages out and bring to class on the **second day of class**.

**Audience: For whom was the piece written?**

1.

2.

3.

**Exigence: What is “sticking in the speaker’s craw?” What were the circumstances surrounding the original delivery and/or publication of the piece?**

1.

2.

**Purpose: What does the speaker want the reader to do, believe, or feel by the end of the piece? (different from exigence)**

1.

2.

3.

**Ethos: Include 2-3 quotations that strengthen the speaker's/writer's reliability, credibility and trustworthiness**

1.

2.

3.

**Logos: Include 2-3 quotations that serve as appeals to the audience's logic**

1.

2.

3.

**Pathos: Include 2-3 quotations that serve as appeals to the audience's emotions**

1.

2.

3.

**Diction/Detail: Word choices that evoke strong emotion from the audience**

1.

2.

**Details/Imagery/Words that are repeated**

1.

2.

**Imagery: Details that paint a picture for the audience (sensory images)**

1.

2.

**Syntax: Sentence structure**

1.

2.

**Parallel structure/Repetition**

1.

2.

**Unusual Punctuation Marks**

1.

2.

**Metaphor/Simile**

1.

2.

3.

**Allusions: References to well-known outside sources**

1.

2.

3.



**Hyperbole: Exaggeration**

1.

2.

3.

**Tone: At the beginning, middle, and end with words/phrases that support this tone. How does the author create mood by word usage?**

1.

2.

3.

**How does King specifically respond to the clergy's letter and their points? You will need to say "...the clergy says..., and MLK Jr responds with..."**

**1.**

**2.**

**3.**

**4.**

**5.**

**Structure of the essay: What are the major sections of the entire letter?**

**1.**

**2.**

**3.**