



# ST. JOSEPH'S ACADEMY

## 2024 Summer Reading

### AP AMERICAN LANGUAGE AND COMPOSITION

Teacher: Ms. Elizabeth Kelley

#### REQUIRED NOVELS:

*Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us*  
*About the Art of Persuasion* by Jay Heinrichs, 4th ed.

*The Sunflower Sisters* by Martha Hall Kelly

This summer you are reading two books: *Thank you for Arguing* is nonfiction and comprises much of the work we will do for the AP English Language and Composition exam you will take in May 2025. Please make sure to order the Fourth Edition Fully Revised and Updated; it has a light blue cover (ISBN #: 978-0593237380). Only AP students are reading this book.

Due: Thursday, August 15 (GREEN) /Friday, August 16 (WHITE)

#### ASSIGNMENT:

One of the best ways that we can prepare you for the class over the summer is to make sure we have some common language when it comes to the art of persuasion. That's why **our summer reading selection is chapters 1-14 and chapters 20-24 of *Thank You for Arguing Fourth Edition* by Jay Heinrichs**. Please note: we will cover other selected chapters in class together, but for the sake of summer reading, we are skipping chapters 15-19.

The Process of Close Reading and Annotating:

1. Read the text, identifying a purpose and a specific audience. Your audience CANNOT be "general population." Ask yourself questions such as:
  - a.) Does the audience agree/disagree with this speaker?
  - b.) Does the speaker assume that the audience has specific background knowledge?
  - c.) Is the speaker trying to get the audience to do something? Who would do it?
2. Mark words, phrases, figurative language, etc. that indicate the author doing a good job of talking to THAT audience.
3. Mark words, phrases, figurative language, etc. that indicate the author trying to have an emotional effect on that audience.
4. Mark words, phrases, etc. that indicate the author trying to have a logical effect.
5. Mark words, phrases, etc. that indicate the author trying to prove him/herself as worthy or trustworthy as a speaker with the identified purpose.

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When you ANNOTATE, you mark the text (underline, circle, point to, highlight, etc.), then, in the margins, comment on why you've marked it. DO NOT simply mark the text, then not comment on WHY you marked it. Be on the lookout for bolded terms and concepts.

*Thank You for Arguing* Application Questions (**worth 10 pts each.**)

1. **Chapter 1:** Your Rhetorical Day: Write your own rhetorical day in the style of this chapter, taking us through the various persuasions happening around you.
2. **Chapter 2:** Pick a short argument to make and write it 3 different ways—first just to change your audience's mood, second to change audience members' minds, and third, their willingness to act.
3. **Chapter 4:** What is your ethos? Before you speak, how do people generally perceive you? As you speak, what assumptions do you think people make about you? What do people's perceptions about you help you to do and hinder you from doing?
4. **Chapter 6:** In exactly four sentences, write your personal constitution, a statement of the person you want to be; however, write it strictly in terms of the values you embody. Do not write specifics, such as goals achieved, specific actions, or others' perceptions of you. Stick to the development of your values and virtue, as exemplified in this chapter.
5. **Chapter 9:** Write a brief argument using the simplest language possible. What feeling does this create? Go simpler by using only three-word sentences. What tone does brevity create?
6. **Chapter 10:** While typically avoided in other types of writing, according to this chapter why might passive voice be helpful in certain situations? Write an argument statement in two ways - one in active and one in passive voice. Which is more effective? Why?
7. **Chapter 13:** Select an argument that you present in three different formats: fact, comparison, and story. In your opinion, which is the most effective? Why might you use these different approaches to the same topic?
8. **Chapter 14:** Why must you keep the motivations of your audience in mind when trying to persuade them? Select a common debate topic and a specific audience; discuss how you might use a "hook" strategy - tailored to that audience - to persuade them to your side.

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*Thank You for Arguing* Application Paragraph (Paragraph is worth 20 points total.)

After reading the “Advanced Offense” section (Chapters 20-24), **select 3 of the strategies** that Heinrichs mentions as powerful persuasive techniques. (Hint: Look for the bolded words or read over the “Tools” section for ideas!) Choose one of the starred debate topics below (or feel free to create your own). Create a persuasive paragraph (minimum 8 sentences) that takes a stance on the issue, being sure to showcase application of your 3 chosen strategies within that argument.

In addition to actually creating the paragraph, using either the comment tool or a color coding system, label your three strategies. In the margins or underneath your paragraph, be sure to also explain HOW that device is effective in persuading your audience.

- Does technology create connection or isolation?
- Is art essential to life?
- Is it ever appropriate for the government to restrict freedom of speech?
- Which is a more effective educational environment: online or in-person learning?
- Does our American educational system inspire or kill creativity?

## SUNFLOWER SISTERS

*Sunflower Sisters* by Martha Hall Kelly

The second book, *The Sunflower Sisters*, is fiction, inspired by true accounts. *Sunflower Sisters* provides a vivid, detailed look at the Civil War experience through the experiences of three women, from the barbaric and inhumane plantations, to a war-torn New York City, to the horrors of the battlefield. It's a sweeping, historical fiction story of women caught in a country on the brink of collapse, in a society grappling with nationalism and unthinkable racial cruelty, a story still relevant today. (***\*Please be aware this novel includes violence, adult situations, and derogatory language.***) All juniors are reading this book and it will be used throughout the year.

Due: Thursday, August 15 (GREEN) / Friday, August 16 (WHITE)

## DIRECTIONS:

Track the identity\* of all three main characters in *Sunflower Sisters* as you read the novel by finding quotes (at least 8) that define each character's identity throughout the novel. Label each factor\*\* that is playing a role in shaping the identity of the character. Don't forget to include in-text citations! This reading log will help you with our first assignment in the fall.

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