Mrs. Eckland's AP III Language and Composition Summer Reading Assignment

Good Day AP Scholar,

AP classes are a great way to prepare for college rigor as the pace is faster, the reads are higher level and the writing is absolutely expected to be more cognizant (along with your general attitude regarding all academic endeavors). This class is all about having opinions and understanding the need for clarity regarding the explanation of them. The dynamics of the discipline English Language Arts are reading, writing, listening and speaking for the purpose of analysis via more thorough cognition and thus, conversation. Global thinkers come from this kind of scholarly pursuit. And that is exactly my intention for you: to become global thinkers and citizens.

Mrs. Eckland

Assignment necessities:

1. These are the reading choices for this summer: The Things They Carried (Tim O'Brien), The Color Purple (Alice Walker), The Crucible (Arthur Miller) , Sister Carrie (Theodore Dreiser) . **Choose 2 of these 4 to read and annotate this summer.**
2. The annotations should look like this as they are practices of interactive reading:
   Pink highlighter for characterization (The inside/out description of a character gained from the read.) re: the protagonist and the antagonist.
   Yellow highlighter: setting (elements that tell or hint to the reader where and when a story takes place).
   Circle in blue pen that which you don't understand firmly. (vocab or events)
   Circle in black pen: that which you connect to well.
   Write excess questions and comments *in the margins*.
3. Buy and use Post It notes to mark pages with passages (or anything) that stand out to you for any reason. These could be excellent talking points in class discussions.

*** Should you opt out of buying the books, you may bring a reader's notebook writing out what you would have annotated (ex: **Characterization of Lily Barth**: "…I am horribly poor-and very expensive. I must have a great deal of money." Gold-digger? Conceited? Generally high expectations?)

Your first assignment: 2 focused readings poster

1. Get a large poster board and create 4 equal sections:
   a. Top Left square: title and author and any art that symbolizes the read.
   b. Top right square: 1 page claiming what the theme of the read is. This requires at least 3 pieces of text evidence (TE) to support your claim of what the theme is. Your

conclusion is the explanation of how **your TE supports your Claim**.

c. Left square: follow the directions for a.
d. Bottom right square: Follow the directions for b.

Your second assignment: Choose 2 from these 4 essays to read. After reading, choose 2 to write a Rhetorical Essay using SPACECAT (MLA Format). At least 4 pieces of text evidence are to support your essay. Prompt: Summarize the reasons (exigence) the speech had to be given in the first place and whether or not you agree. You can find how to use the MLA Format at Purdue OWL from Purdue University using the following link: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Essays to choose from:

Dr. Martin Luther King "I Have A Dream"

President JFK "We Choose to Go to The Moon"

Sojourner Truth "Ain't I A Woman?

Malala Yousafzai's "Speech at the United Nations"

SPACECAT:

Speaker: What do you know about the speaker that helps you understand their POV?

Purpose: What's the reason for the read? What does the writer / speaker hope to get from the audience once they've read the piece?

Audience: Who are the intended audience? What assumptions might the speaker / writer seem to have about their audience?

Context: What's the setting of the read? How can the setting help the reader comprehend the read better?

Exigence: What was the catalyst that made the author feel compelled to write the read? How might that event have impacted the author's need to share their thoughts?

Choices: What are some of the literary choices that the writer made to convey the complexity of their thoughts on the matter written about?

Appeals: Explain which of these are somehow present in the read (ethos, logos pathos)?

Tone: What is the speaker's / author's attitude toward the subject about which is written? Does it seem to change? What evidence demonstrates this?

***Scholars, it is expected that you work honorably, on your own. I am not accepting that you, who are in an Advanced Placement class and have been in the education system for at least 12 years, can't understand these necessities and assignments. I am fully expecting you to turn these (the poster board assignment and synthesis writing) assignments in by the end of the first week of class. After this, I am taking 10 pts off per day until the 4th day; after that you have a 55. As you've had all summer to complete this (I suggest you do a little of this every week and you can get it done comfortably while you enjoy your break).

AP III Summer Reading Project Grading.

1. 20% Correct Annotations
2. 20% Top of poster assignment
3. 20% Bottom of poster assignment
4. 20% Rhetorical essay (clear claim, text evidence, explanation of TE's relevance, proper format)
5. 20% Rhetorical essay (same as above, #4)