

Dear AP Language and Composition Students:

Welcome! Here is your summer assignment. I hope that you find it interesting (and maybe a little enjoyable?).

I am looking forward to meeting all of you.

Sincerely,

Mrs. Duby

PART I: Join your AP Lang. Google Classroom. Code will be provided in Class.

Supplies: Please make sure you have a notebook [8.5 x 11 inch paper is the only requirement-also be sure you can tear out pages, highlighters, pens [NOT PENCILS], and sticky notes

PART II: READ the newspaper!

- You must read **three** newspaper and/or news magazine articles **per week** [any combination of days-the total # of articles read must be 12] for a **total of 4 weeks**.
 - Read a VARIETY of articles-for example, if you love sports, only one article per week [or every one out of three articles] can be sports-related; otherwise, you can select articles from any sections of the periodical-including, for example, arts, business, science, editorials.
 - You can use any combination of the following TWO sources:
 - <https://www.wsj.com/> Your online student Wall Street Journal subscription
 - {Username and password is located in the Library's Password folder}
 - OR
 - <https://www.nytimes.com/> Your online student NY Times subscription

If you need to activate your Pass, please follow these steps:

- Visit nytimes.com/passes. Create a free NYTimes.com account **using your school email address**. If you already have an NYTimes.com account associated with your school email address, log in with those credentials.
- **Check your email inbox for our confirmation message.** Click on the link in your confirmation message to validate your email address and claim your Pass. If the confirmation email didn't arrive, check your spam folder. If it isn't there, send an email to schools@nytimes.com from your school email address to request confirmation.
- **You have successfully claimed a Pass when you see the *Start Your Access* screen.** Now you can enjoy seamless, full access to NYTimes.com, INYT.com and NYT mobile apps from any location, on or off campus, just by logging into your NYTimes.com account. You may download NYTimes mobile apps at nytimes.com/mobile.
- Fill in the chart attached below (You'll need to make a copy for yourself). You'll submit the completed charts in your Google Classroom in the fall and we will be using them for one of our first activities. **BE SURE TO FOLLOW THE INSTRUCTIONS.**
 - [Article Activity](#)
 - **This activity is due on the first day of school and will be worth 30 formative points.**

PART III. Read and annotate *The Immortal Life of Henrietta Lacks*.

You can use this graphic organizer to help you organize and track ideas in the book.



2024 AP Lang Summer Reading Assignment_The Immortal Life of Henriett...

Expect a closed book quiz on the book within the first week of your return to school. **20 summative points**

Choose one more book from the lists below.

Read the book [Really.]. Consider the messages the authors convey about these themes and how they communicate them. Feel free to annotate or take notes on these ideas. When you return to class, we will complete a writing assignment about your selected reading from this section. **25 formative points**

1. AP Language & Composition Summer Reading Theme Chart

FICTION:

Title	Author	Themes
<i>Demon Copperhead</i>	Barbara Kingsolver	Identity, Injustice, Resilience, Community
<i>Parable of the Sower</i>	Octavia Butler	Survival, Injustice, Resilience, Power, Environmental Responsibility
<i>The Night Watchman</i>	Louise Erdrich	Community, Injustice, Identity
<i>The Namesake</i>	Jhumpa Lahiri	Identity, Community, Family
<i>One Flew Over the Cuckoo's Nest</i>	Ken Kesey	Injustice, Power, Identity
<i>Little Fires Everywhere</i>	Celeste Ng	Identity, Community, Family
<i>The Vanishing Half</i>	Brit Bennett	Identity, Community, Injustice

<i>Mexican Gothic</i>	Silvia Moreno-Garcia	Identity, Survival, Power
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NONFICTION:

<i>Zeitoun</i>	Dave Eggers	Injustice, Resilience, Survival
<i>A Crack in Creation</i>	Jennifer Doudna	Power, Ethics, Science & Society
<i>Radium Girls</i>	Kate Moore	Injustice, Resilience, Power
<i>Poisoned Water</i>	Candy J. Cooper	Injustice, Resilience, Environmental Responsibility
<i>Little Soldiers</i>	Lenora Chu	Identity, Power, Education
<i>Devil in the Grove</i>	Gilbert King	Injustice, Power, Civil Rights
<i>Columbine</i>	Dave Cullen	Injustice, Power, Resilience
<i>Memorial Drive: A Daughter's Memoir</i>	Natasha Trethewey	Identity, Family, Resilience
<i>Midnight in Chernobyl</i>	Adam Higginbotham	Power, Survival, Environmental Responsibility
<i>Into Thin Air</i>	Jon Krakauer	Survival, Resilience
<i>Look Me in the Eye</i>	John Elder Robison	Identity, Family, Neurodiversity

Part IV. Finally, there is a grammar assignment. For AP Language and Composition, it is expected that you have a sound grasp of English grammar. This section is intended to be the first review of the classification of words. You should already be familiar with these concepts. Please review the entire chapter (this information also serves as a good review AP Language and Composition exam and the SAT writing section)- and complete the practice exercises that you feel you need to reinforce. Expect a diagnostic quiz during the first week of class on the concepts presented in these required sections. **10 summative points**

Read and review : Chapter 2.0 -"The Classification of Words" from *Building English Skills, Orange Level*. Evanston, IL: MacDougal, Littell and Co., 1977, pp 48-75

 Chapter 1: The Classification of Words.pdf

Note: you are not required to study the diagramming exercises and examples in this chapter.