

Preparing for AP Language: 2019 Summer Assignment

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AP Summer Reading Books:

- ***Orphan Train* by Christina Baker Kline**

(BOOK ANNOTATION AND READER RESPONSE QUESTIONS TYPED)

This story depicts a piece of American history that was forgotten. Between the years 1854 and 1929, two-hundred thousand orphaned or abandoned children were transported from the East coast to the Midwest on these so-called orphan trains. They were supposedly sent there to find loving homes and a sense of security that the system felt would be best for them; but in reality, the outcomes were quite questionable and the futures of these children were very uncertain. This story is about one of those children, Niamh, as told through the eyes of her older self - Vivian, a name she was given once eventually adopted. Vivian relates the details to a modern day teen and foster home drifter named Molly.

- ***Chariot on the Mountain* by Jack Ford**

(3 typed RHETORICAL PRÉCIS)

Based on little-known true events, this astonishing account from Emmy and Peabody Award-winning journalist Jack Ford vividly recreates a treacherous journey toward freedom, a time when the traditions of the Old South still thrived—and is a testament to determination, friendship, and courage . . . from the synopsis.

- ***A Rulebook for Arguments*, 5th Ed, Anthony Weston.** (For your Journal)

Please purchase a **notebook** for journaling the 10 chapters of *A Rulebook for Arguments*. You will use this notebook in class to list many AP terms and definitions this year. Please purchase a **folder** for keeping your articles organized.

Summer Assignments

A. **AP ENGLISH LANGUAGE and COMPOSITION “Journal”**

This will be developed for *A Rulebook for Arguments*

*As you read each chapter I expect you to **circle new terms or concepts** that you are learning about. Be sure to **include them in your journal**. Your 10 chapter journals should briefly discuss your understanding of the information being shared throughout the chapter readings. I’m not looking for summaries. I anticipate reading the connections you make to the author’s lesson. Because this is an informal journal, you are permitted to speak in first person. I should hear your voice through the tone of your writing. Also, I need you to make connections to what is being taught by considering where the process occurs in our everyday lives. Support each new concept by looking for examples that help you apply the concepts. In the end, your journal becomes a notebook that you will reference throughout the course. Please write out sentences rather than outline the chapters. I want you to develop your own professional, descriptive language. You must find your voice as a writer.

***TIP**: Feel free to research current topics using the Internet, newspapers, magazines, etc. for any of the readings. I encourage you to learn what you can about these topics. Be as specific as possible, but do not over-quote to take up space. Your journal may be typed or handwritten.

GOAL #1: Explain how, when, and where you have seen the principles discussed in *The Rulebook for Arguments* in political ads, speeches, debates, etc.

GOAL #2: At the end of each chapter’s “Journal Writing” (within your journal), be sure to complete the following statement: **The author’s purpose for writing this chapter is...**

B. **LEARNING HOW TO PROPERLY ANNOTATE**

(YOU WILL BE ANNOTATING ORPHAN TRAIN ONLY!)

(I will be flipping through the pages of your book during the first week of school for your book annotations)

Annotating a text, or marking the pages with notes, is an excellent, if not essential, way to make the most out of the reading you do for college courses. Annotations make it easy to find important information quickly when you look back and review a text. They help you familiarize yourself with both the content and organization of what you read. They provide a way to begin engaging with ideas and issues directly through comments, questions, associations, or other reactions that occur to you as you read. In all these ways, annotating a text makes the reading process an active one, not just background for writing assignments, but an integral first step in the writing process.

A well-annotated text will accomplish all of the following:

- clearly identify where in the text important ideas and information are located
- express the main ideas of a text
- trace the development of ideas/arguments throughout a text
- introduce a few of the reader's thoughts and reactions

Ideally, you should read a text through once before making major annotations. You may just want to *circle unfamiliar vocabulary or concepts*. This way, you will have a clearer idea about where major ideas and important information are in the text, and your annotating will be more efficient.

A brief description and discussion of five ways of annotating a text—

- circling
- highlighting/underlining
- paraphrase/summary of main ideas
- descriptive outline
- comments/responses

CIRCLING

It is wonderful to adapt language from others; although, for many readers, new vocabulary or terminology can slow down the comprehension. Be sure to always **circle words** that are new to you. In the margins of your pages you should **provide a definition**.

HIGHLIGHTING

Using a highlighter, underline **key words and phrases or major ideas** is the most common form of annotating texts. Many people use this method to make it easier to review material, especially for exams. Highlighting is also a good way of picking out specific language within a text that you may want to cite or quote in a piece of writing. **However, over-reliance on highlighting is unwise for two reasons. First, there is a tendency to highlight more information than necessary, especially when done on a first reading. Second, highlighting is the least active form of annotating.** Instead of being a way to begin thinking and interacting with ideas in texts, highlighting can become a postponement of that process. On the other hand, highlighting is a useful way of marking parts of a text that you want to make notes about. And it's a good idea to highlight the words or phrases of a text that are referred to by your other annotations.

PARAPHRASE/SUMMARY OF MAIN IDEAS

A series of **brief notes in the margins beside important ideas** gives you a handy summary right on the pages of the text itself, and if you can take the substance of a sentence or paragraph and condense it into a few words, you should have little trouble clearly demonstrating your understanding of the ideas in question in your own writing.

DESCRIPTIVE OUTLINE

A descriptive outline shows the organization of a piece of writing, breaking it down to show where ideas are introduced and where they are developed. **A descriptive outline allows you to see not only where the main ideas are but also where the details, facts, explanations, and other kinds of support for those ideas are located. A descriptive outline will focus on the function of individual paragraphs or sections within a text.**

A Descriptive Outline would include any of the following:

- **summarizing a topic/argument/etc.**
- **introducing an idea**
- **adding explanation**
- **giving examples**
- **providing factual evidence**
- **expanding or limiting the idea**
- **considering an opposing view**
- **dismissing a contrary view**
- **creating a transition**
- **stating a conclusion**

It's important to recognize that several of these functions may be repeated within a text, particularly ones that contain more than one major idea. Making a descriptive outline allows you to follow the construction of the writer's argument and/or the process of his/her thinking. It helps identify which parts of the text work together and how they do so. We will discuss the author's writing style together when we return from summer break. The descriptive outline is the clearest way to see how the author organizes his/her ideas.

☐ **COMMENTS/RESPONSES**

Your own thoughts and considerations should be included in the margins of an annotation. This allows you to go beyond understanding a text's meaning and organization by:

- **noting your reactions**
- **agreement/disagreement**
- **questions you may have**
- **related personal experience, connection to ideas from other texts, class discussions, etc.**

📖 This is an excellent way to begin formulating your own ideas for writing assignments based on the text or on any of the ideas it contains.

After annotating a section of a reading passage you must be able to complete the following statement:

The **author's purpose** for writing this is...

*If you can't answer author's purpose questions, go back and reread the introduction and conclusion. Consider the significance of the topic as well. Also, consider the **title** of the chapter for extra help.

Example: NON-FICTION Annotation

"Studying at Stanford, I began to think seriously about class differences. To be materially underprivileged at a university where most folks (with the exception of workers) are materially privileged provokes such thought. Class differences were boundaries no one wanted to face or talk about. It was easier to downplay them, to act as though we were all from privileged backgrounds, to work around them, to confront them privately in the solitude of one's room, or to pretend that just being chosen to study at such an institution meant that those of us who did not come from privilege were already in transition toward privilege. To not long for such transition marked one as rebellious, as unlikely to succeed. It was a kind of treason not to believe that it was better to be identified with the world of material privilege than with the world of the working class, the poor. No wonder our working-class parents from poor backgrounds feared our entry into such a world intuiting perhaps that we might learn to be ashamed of where we had come from, that we might never return home, or come back only to lord it over them."

What kinds of boundaries?

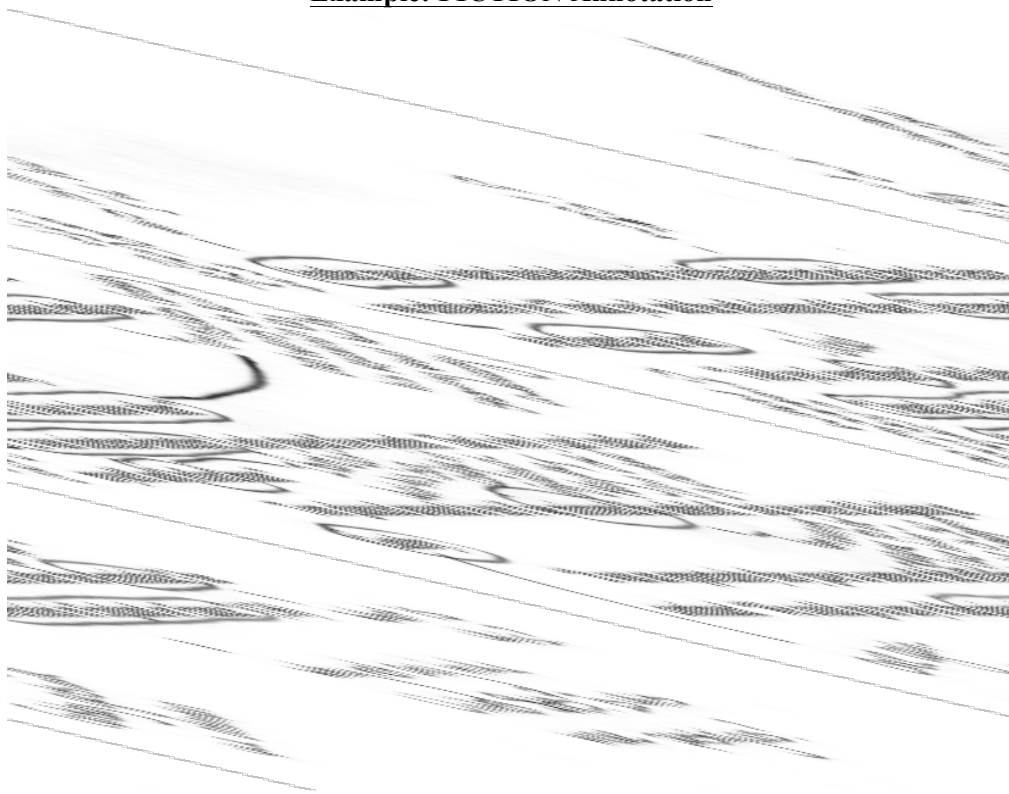
Is this based on money?

Coping & anxiety

Quit?

How do parents' anxieties influence their children?

Example: FICTION Annotation



C.) **PREPARE 3 RHETORICAL PRECIS** for *Chariot on the Mountain*

Create 3 Rhetorical Precis.

*This could be written about 3 separate chapters or 3 specific topics the author has discussed in depth.

You must be able to complete a **Rhetorical Precis** once you feel that you have an excellent understanding of the text.

A rhetorical précis is a very concise summary following a specific format.

1. **Sentence one** provides the name of the author, the genre (essay, novel, etc.) and title of the work with the date (in parentheses), a concise appropriate verb (claims, posits, argues) followed by a “that” phrase in which the thesis of the work is stated (either paraphrased or quoted).
2. **Sentence two** provides an explanation of how the author goes about supporting his/her thesis. (Brevity is important).
3. **Sentence three** states the purpose of the piece (which may reflect the thesis, but should also include the writer’s motive—why is she/he writing this piece?) This is accomplished with an “in order to” phrase.
4. **Sentence four** explains the author’s intended audience and how the author positions his or herself with that audience.
5. Not part of the précis but a recommended addition is a **personal reflection**. Once you have the facts of the argument, you need to reflect on what they mean to you and how well the author put forward his/her argument.

D. **CREDIBILITY AND EVIDENCE** in NON-FICTION

For this assignment I ask that you bring in any:

- 3 articles with content that you agree with 100%
- 3 articles with content that you disagree with 100%

Please attach/staple a sheet of paper to the front of each article in which you provide me with reasons why you agree or disagree with the author’s argument presented in each article. Be clear and write in sentence form.

* Please place these inside your AP folders and tuck your journal/notebook inside the folder (not in a pocket)

Welcome to AP Language and Composition! This is an exciting class that will ask you to look closely and question the world around you as you make your way through a variety of **non-fiction readings**. I have designed this summer reading assignment to give you an introduction to the type of reading you will experience and the degree of close reading you will do in the course. My goal is always to evaluate and analyze how authors create meaning and then to assist you in establishing your own reactions and beliefs in response to their opinion. It is important to read with an open, but critical mind and to never take a writer's word without thinking and investigating.

This class requires you to delve deeply into the readings, to question the writer's intent, purpose and bias, and to grapple with the issues the writer presents.

Do not wait until the last minute to read these books. You will not be able to read on the intense level the assignment requires if you wait until August to read them. Start early and give yourself enough time to fully analyze the readings. Read the ENTIRE book, including the preface and afterword.

E. ORPHAN TRAIN ASSIGNMENT: Annotating to Analyze the Author's Intention.

** This true historical account had to be shared, but why?*

Annotate the book as you read. You can do this with sticky notes or directly on the book if you have purchased it. You may highlight or underline, **but you MUST comment next to it**. You will need to be able to turn in your book and use it in class at the start of the course. Please note that you should show evidence of the types of notes below. Your notations should move beyond personal comments and more into analysis of how the piece is crafted. This should extend your reading time, but should not double it. The purpose is to help you engage in the reading in a way to prepare you for **rhetorical analysis, argument and synthesis** and to show evidence of that engagement on the page.

*You should be prepared to show me the annotations inside your book during the first week of class.

*** After you read ORPHAN TRAIN... please answer the following questions: (type: Times New Roman, 12 font, double-space, 1 inch margins on all sides.**

1. **Reader Response:** Be able to trace your reactions, to ask questions in class, to remind yourself when you find answers to earlier questions. This should help note the writer's effectiveness.

- Describe your reactions/emotional responses (humor, surprise, sadness, anger, frustration, disappointment, tension/suspense, disgust, criticism, disagreement, confusion)
- What questions or lack of understanding or doubts were you faced with? (ask "Why?")
- List a few of the major revelations: when "things" become clear to you, when you make links
- What did this story remind you of? Similarities to other works, events in history:
- What did you consider to be a strong element in the author's writing- passages that strike you artistically/aesthetically and Why?

2. **Speaker:** Think about who the writer is and how what he/she knows is communicated. This should help you decide the author's credibility.

- What introductory facts were revealed to you? What is the author's background and relationship to the topic, bias, etc.
- How did the author establish credibility and a character of "ethos" on the given topic?
- Note words and language that indicate the author's attitude or tone and where it shifts or changes? How was it effective?
- When did the author directly or indirectly states how he/she feels? Provide Examples.
- What key lines stand out as crucial to evidence of the author's argument?

3. **Occasion:** Think about what caused the author to write about this topic and whether or not it is a valid reason.

- What is the author's reasons for writing- what is the motivation? Historical, political, social issues surrounding the topic
- What is the author's personal reasons as well as the greater world/national reasons for the piece?
- Describe evidence of historical/cultural views or characteristics of the time period surrounding the work.
- Descriptions of class judgments, racism, gender biases, stereotypes... within the book.

4. **Audience:** Think about what kind of person or people the author intended as the audience and whether the author is able to connect with that audience effectively.

- Provide evidence of who (and it can be more than one) the author is trying to reach.
- Provide evidence of where the author directly or indirectly addressed a specific audience.
- Describe any "Call to Action" that the author is issuing to the reader.
- Where has the author use "pathos" to appeal to your sense of emotion through anecdotes and figurative language?

5. **Purpose:** Think about the author's purpose in writing this book and whether or not they are effective in that purpose.

a) What were the author's specific reasons for writing? (informing, persuading, arguing, refuting, exemplifying)- but make sure you note specifics!

b) Describe the author's appeal to reason. Examine how he/she effectively uses "Logos" to make the reader believe in that purpose.

6. **Subject**: Think about what the book is discussing and whether or not the author shows why this subject is important.

a) Describe elements that are related to the problem and issues presented in the story.

b) How does the author develop or deepen the aspects of the problem/issue?

c) How does the author show the complications related to the subject and the implication of it to you, the nation, the world, etc.

7. **Authorial Devices and Structures in the Argument**: Think about the author's techniques in delivery and how effective author's methods are for rhetorical purposes - the use of subtleties, patterns, style, structure, etc.

a) Describe any changes in point of view/emphasis.

b) Describe any crucial language/vocabulary- not just a word that you don't understand, but one that seemed crucial to better understanding the argument- define them here. (at least 4)

c) Provide evidence of any stylistic techniques: irony, satire, humor, exaggeration, repetition/patterns, possible symbols, significant metaphors and other notable literary and rhetorical devices?

d) How has the author's structure of the book or article influence the reader and relate to the subject, audience and purpose?

Enjoy this summer and your preparations for AP Language and Composition!

Ms. Higgins