

English AP Language and Composition Summer Assignment

Ms. Contreras (Pre-IB English; 10th Grade)

Welcome to AP Language and Composition!

In order to prepare for AP Language and Composition, you will need to continue practicing your critical reading and writing skills throughout the summer. This assignment is not designed to torture you, but to help keep your brains working over the lazy, hazy days of summer. You are welcome and encouraged to purchase copies of the text; however, you may also check out copies from a public library. This summer's reading assignment has been created to give you an introduction to the kinds of reading you will see throughout the course and types of analysis that will be required of that reading.

Plagiarism: The school's plagiarism policy will be applied to any plagiarism for the summer assignment. You will not receive credit for plagiarism because you did not do the work. Furthermore, you may not make up the assignment. You may not use SparkNotes, MonkeyNotes, or any other materials to replace reading the actual book. This also means you may not use information from these websites for your paper (i.e. direct quotes or paraphrasing). You may not use materials from another student. Do not work collaboratively on this assignment (Collaboration has its place. However, we are working to prepare you for the AP Exam where no collaboration is allowed). If you are having difficulty comprehending the readings, writing the assignments, or completing the assignments, email Ms. Contreras at acontr@pasco.k12.fl.us

Part I (Due 11:59 pm on August 17, 2018)

Two Ways to Submit:

- You may type your answers and email them to acontr@pasco.k12.fl.us. When I receive your assignment, I will email you a "received" notice. If you don't get that within 48 hours of emailing me, check the address and try again. You may also print and submit a typed answers.
- You may handwrite them in blue or black ink on notebook paper to submit. Please do not write on the back of your paper. Illegible projects will receive no credit, so show me your best cursive or print.

Step 1: Choose a nonfiction book from the approved list below. A variety is provided so that there will be something to interest everyone.

Read the entire assignment and questions below before you read so that you know what's in store for you and so that you can answer the "Before you read..." questions honestly.

Step 2: Start with your full legal name on the top line of your paper.

Step 3: Skip one line. On the next 5 lines, add the following bibliographic details of your book choice:

Title

Publisher

Author

Publication Date

Place of Publication (usually a city)

Step 4: #1-13 Be sure to label and number each of the following sections of your assignment. You do not have to copy the questions or directions. Obey the word counts. When given a total word count for several questions together, you may divide as you wish but be sure to address each question thoroughly. Record your word counts in the margin next to the number of each answer.

Before you read the book . . . (50-75 total words for this section)

1. What do you know about the book/author/topic before getting started on the book? Why did you choose this book?
2. Ask yourself . . . “What question(s) do I have about this topic/book?”

While reading the book . . . Vocabulary (10 *unusual* words)

3. List and define ten words or terms from your book that were interesting or previously unknown to you. For each word include the following:
 - a. Define the word. Some words have multiple definitions. Be sure to write down the definition that applies to the sentence you have selected. Use a dictionary for a strong, complete definition. Your definitions should not be just synonyms from Google.
 - b. Copy the sentence from the book in which the word appears, complete with quotation marks, page number/location number citation in MLA format (Author Last Name Page #) Example: (Coleman 10) or (Capote 25).
 - c. In 1-3 sentences discuss how the use of this word (in the context of the text) impacts the reader in a specific way. Pay particular attention to words with a specific connotation.
 - d. Use this word in your own sentence. Your sentence must be original and accurate according to the part of speech and meaning. Underline the word in your sentence.

While reading the book . . . Content (100-150 total words for # 4-7)

4. What information surprises you? Why?
5. What information do you question or think might not be correct?
6. Why do you question this information? How might you check it out?
7. Make connections with your own experience. What does the reading make you think of? Does it remind you of anything or anyone?

After reading the book . . .

8. Content Summary and Writer’s Purpose (**100 words**)
 - a. Summarize what the book is about.
 - b. Explain what the author’s purpose was in writing this book.
 - c. Include the main points the writer tries to make.
9. What technique(s) does the author use to make this information easy to understand? (**75-100 words**) A short list of techniques/literary terms* is included after #13.
10. Describe the author's point of view. How does the author's attitude shape the way the writer presents the material? (**50-75 words**)

People (100 total words for 11-12)

11. Who is/are the most important person/people in the book? Why is/are this/these person/people of interest?
12. Describe what one of them is like and explain why the person is of interest to you. (If this book does not focus on other people, answer these questions about the author.)

Recommendation (50-75 words)

13. Would you recommend this book to others? Why or why not?

*The following definitions will help you prepare for the answering #9. In addition, you are expected to use these terms in class writings. You are encouraged to mark passages/page numbers that relate to these elements for future reference. Also, some may be used to answer #9.

An assertion or claim is a statement, contention, allegation, or declaration.

Detail includes facts, observations, and incidents used to develop a subject or make an abstraction concrete. A lack of detail can also be a powerful tool to focus the reader's attention on what isn't said or shown.

Diction refers to the writer's word choices, especially with regard to connotation, correctness, clearness, and effectiveness. A writer might describe an author's diction as formal or informal, ornate or plain.

Appeals: Writers and speakers appeal to ethos, or character of a person, to demonstrate that they are credible and trustworthy. Writers and speakers appeal to logos, or reason, by offering clear, logical ideas. Writers and speakers appeal to pathos, or emotion, to engage an audience.

Imagery is the verbal representation of the five senses. On a broader and deeper level; however, images can be used as metaphors or symbols, and one image can represent more than one thing.

Rhetoric is the study of effective, persuasive language use, including thinking, writing, and speaking strategies; rhetoricians analyze and evaluate what works and what does not work in a specific context.

Syntax is the way an author chooses to join words into phrases, clauses, and sentences. Syntax involves groups of words, while diction refers to the individual words.

Tone describes the author's attitude toward his or her material, the audience, or both. Considering how a work would sound if it were read aloud can help in identifying an author's tone. Some words describing tone are playful, serious, businesslike, sarcastic, humorous, formal, and somber.

Part II (Due in class; August 24, 2018)

An Artifact Box Book Report

Prepare and share your ideas about the book you read this summer. Presentations will be the last week of August. Be sure yours is finished by August 24. Although, you could wait until August to work on it, remember that you will have school assignments for this and other classes. It would be a good idea to do it this summer so that the book is fresh in your mind and you have more time.

An **artifact box book report** is a collection of objects pertaining to your book. This activity encourages higher-level thinking and the use of visual imagery (objects and symbols) to represent concepts, themes, and ideas related to your book. Finally, you will present your artifact book box to the class and briefly discuss your opinion of the book.

A. Make an artifact box:

1. Find a box to put your items in. Be creative! Use any receptacle that would work best with your book. You could use a shoebox or make a box--any container suitable. Be sure to decorate it accordingly with your book's setting, theme and/or mood.
2. Collect and add objects (10) that represent or illustrate the book's theme, people, conflict, setting, symbols, and the main ideas of the book.
3. You might add pictures (downloaded or drawn) and/or real items (fossils, map, clothing items) or anything that relates to the people, setting, conflict, theme and/or main ideas. Demonstrate effort and attention to detail--choose a variety of materials such as dried flowers, marbles, handkerchiefs, models of animals, etc.!
4. Place them in the container.
5. For each artifact, provide a typed or printed index card that includes a detailed description of the object's connection to your book. Explain the significance of the object fully—connect the object to a specific aspect of the book and explain the connection (**at least 40 words**).
6. Be sure your capitalization, organization, punctuation and spelling are correct on all materials provided. This is the conventions section of your assignment.
7. Place the cards in the container as well. You may use them as notecards when you speak.
8. Write your name on a card and tape it to the inside bottom or lid of your box.

B. Presentation:

On the day for presentations, you will share your Artifact Box with your class. More discussion of the presentation and a chance to ask questions will happen the first week of school.

The rubric is printed below.

Part II ARTIFACT BOX BOOK REPORT RUBRIC

USE OF MATERIALS (BOX AND ARTIFACTS)

- 5-4 overall appearance is excellent; a variety of materials such as wood, plastic, paper, and metal; box suits the novel/book; artifacts are relevant, interesting, neat, and show creativity
- 3 appearance is good; some variety of materials; box is decorated; all artifacts are relevant and neat
- 2-1 appearance shows a lack of care; the box may be plain and/or there is no real attempt at variety; some artifacts appear irrelevant and/or simple and predictable; the project is messy and shows little care

DESCRIPTION CARDS:

- 5-4 all the cards include well-detailed typed or printed descriptions of at least 40 words
- 3 most of the cards have descriptions of at least 40 words/or the descriptions are basic and are not adequately explained
- 2-1 cards contain fewer than 40 words and/or contain irrelevant description; cards have not been carefully typed or printed

MECHANICS

- 5-4 words are spelled correctly; proper punctuation and capitalization is used; complete sentences
- 3 most words spelled correctly; mostly uses correct punctuation and capitalization; mostly uses complete sentences
- 2-1 has many spelling, punctuation, or capitalization errors; many incomplete sentences

DELIVERY:

- 5-4 voice (variety in pitch, volume, pace) and confident eye-contact invite listeners and attention
- 3 voice loud and clear, some eye contact; some areas favored while others ignored
- 2-1 voice difficult to hear or words hard to understand, little eye contact

ORGANIZATION

- 5-4 information was clear and logical, speech flowed well, speaker knew where he/she was going, speech was clearly rehearsed
- 3 information was clear, some breaks in the presentation but not enough to detract from the overall flow, could have used more rehearsal
- 2-1 information was unclear, many breaks in the presentation, lacked flow, unrehearsed

CONTENT:

- 5-4 a clear explanation was given for all artifacts and recommendation of text was thoughtfully and articulately presented
- 3 a clear explanation was given for most of the artifacts and recommendation of the text was presented
- 2-1 a clear explanation was given for some of the artifacts and recommendation of the text was limited

2018-2019 AP English Language and Composition Summer Assignment Reading List

**Note from Ms. Contreras: This is a lengthy list, and I've tried to give you as much information as I can. I've starred the books/authors that I particularly enjoy, but I encourage you choose something that appeals to you and not just something your friends are reading. Feel free to do some independent research on the book before you choose one for the summer assignment, and make sure your parents approve. I truly want you to enjoy it!*

Environment/Health

Author	Title	Description
Frienkel, Susan	<i>Plastic: A Toxic Love Story</i>	Plastic built the modern world. Where would we be without bike helmets, baggies, toothbrushes, and pacemakers? But a century into our love affair with plastic, we're starting to realize it's not such a healthy relationship. Plastics draw on dwindling fossil fuels, leach harmful chemicals, litter landscapes, and destroy marine life. As journalist Susan Freinkel points out in this engaging and eye-opening book, we're nearing a crisis point. We've produced as much plastic in the past decade as we did in the entire twentieth century. We're drowning in the stuff, and we need to start making some hard choices.
Fossey, Dian	<i>Gorillas in the Mist</i>	One of the most important books ever written about our connection to the natural world that is an account of Fossey's thirteen years in a remote African rainforest with the greatest of great apes. Fossey combines her personal adventure story with groundbreaking scientific reporting in an unforgettable portrait of one of our closet primate relatives. Although, Fossey's work ended with her tragic murder, this story remains an invaluable testament to one of the longest-running field studies of primates.
Kingsolver, Barbara	<i>Animal, Vegetable, Miracle</i>	One family's quest to "live off the land" in modern America.
Moss, Michael	<i>Salt Sugar Fat: How the Food Giants Hooked Us</i>	An investigative report that links the rise of obesity in America with the rise of the processed foods industry.
*Pollan, Michael	Any of the following: <i>The Omnivore's Dilemma: A Natural History of Four Meals</i> ; <i>In Defense of Food: An Eater's Manifesto</i> ; <i>Cooked: A Natural History of Transformation</i>	The author asks interesting questions about food, where it comes from, how its history affects our lives, and how it becomes sustenance for our lives.
Schlosser, Eric	<i>Fast Food Nation: The Dark Side of the All-American Meal</i>	An exploration of the history of fast food, the impact it has on our lives, and the myths we should forget about it.

Science/Medicine

Author	Title	Description
Barry, John M.	<i>The Great Influenza</i>	A detailed description of the scourge of the "Spanish flu" of 1918 with interesting elements of the practice of medicine and medical school in those days. Especially appealing for students who are science oriented.
Cahalan, Susannah	<i>Brain on Fire: My Month of Madness</i>	A twenty-two year old reporter's memoir of

		suffering from a rare brain disease that opened research in the medical community.
Mukherjee, Siddhartha	<i>The Emperor of Maladies</i>	The “biography” of cancer and its treatment for over a thousand years.
*Roach, Mary	Any of the following: <i>Gulp: Adventures on the Alimentary Canal</i> ; <i>Stiff: The Curious Lives of Human Cadavers</i> ; <i>Packing for Mars: The Curious Science of Life in the Void</i>	#1 best-selling author who asks questions we would rarely ask in a scientific way about our digestive system, dead bodies, and Mars.
*Sacks, Oliver	<i>The Man Who Mistook His Wife for a Hat and Other Clinical Tales</i>	Recounts the case histories of patients lost in the bizarre, apparently inescapable world of neurological disorders.
*Skloot, Rebecca	<i>The Immortal Life of Henrietta Lacks</i>	The story of a poor Southern tobacco farmer’s wife whose cells—taken without her knowledge—became the first “immortal cells” in history. They are still alive today and have been used in numerous experiments since her death over 60 years ago.

History/Historical Accounts

Author	Title	Description
Ambrose, Stephen	<i>Undaunted Courage</i>	Follows the Lewis and Clark expedition from Thomas Jefferson’s hope of finding a waterway to the Pacific, through the heart-stopping moments of the actual trip, to Lewis’s lonely demise on the Natchez Trace. For readers who love detailed history.
Brown, Dee	<i>Bury My Heart at Wounded Knee</i>	An eloquent, fully-documented account of the systematic destruction of the American Indian during the second half of the nineteenth century. Using council records, autobiographies, and first-hand descriptions, Brown allows the great chiefs and warriors of the Dakota, Ute, Sioux, Cheyenne, and other tribes to tell us their own story. A unique and disturbing narrative changes our vision of how the West was really won.
Deadman, Bill and Newell Jr., Paul Clark	<i>Empty Mansions: The Mysterious Life of Haugette Clark and the Spending of a Great American Fortune.</i>	Account of a reclusive heiress that spans from the Gilded Age of the 1800s to the 21 st Century and a mysterious history of her family and fortune.
Hillenbrand, Laura	One of the following: <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> ; <i>Seabiscuit</i>	Unforgettable true accounts of determination and the indomitable human spirit; Racing champion Seabiscuit was one of the most electrifying attractions in sports history, but his success was surprise to the racing establishment. He was written off as a crooked-legged racehorse with a sad tail- this is a universal underdog story.
*Larson, Erik.	Any of the following: <i>*The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America</i> ; <i>*In the Garden of Beasts: Love, Terror, and an American Family in Hitler’s Berlin</i> ; <i>Isaac’s Storm: A Man, a Time, and the Deadliest Hurricane in History</i> ; <i>Thunderstruck</i>	Exciting stories and mysteries that border on true crime; all of these are true accounts written much like fiction. Suggested for students who like a good thriller or struggle with non-fiction.

Loewen, James W.	<i>Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong</i>	One history teacher's attempt to correct mistakes and misconceptions he found in several high school American history textbooks. A winner of The American Book Award.
*Winchester, Simon	<i>The Professor and the Madman: A Tale of Murder, Insanity, and the Making of the Oxford English Dictionary</i>	The interesting account of a giant undertaking and the two men most responsible for it.

Memoir/Biography

Author	Title	Description
*Baeh, Ishmael	<i>A Long Way Gone: Memoirs of a Boy Soldier</i>	One young man's experience as a child soldier during wars in Africa's Sierra Leone.
*Frankl, Victor E.	<i>Man's Search for Meaning</i>	A psychiatrist's memoir of life in Nazi death camps and its lessons for spiritual survival, Frankl's memoir has sold more than 10 million copies in 24 languages and is listed in a Library of Congress survey as among the ten most influential books in America as—a book that made a difference in your life. May be of special interest to students who likes Elie Wiesel's <i>Night</i> .
Issacson, Walter	<i>Steve Jobs: The Exclusive Biography</i>	Isaacson provides an extraordinary account of a Jobs' professional and personal life. Drawn from three year of exclusive and unprecedented interviews Isaacson has conducted with Jobs as well as extensive interviews with Jobs' family members and key colleagues from Apple and its competitors, <i>Steve Jobs: The Exclusive Biography</i> is the definitive portrait of the greatest innovator of his generation.
Knight, Phil	<i>Shoe Dog: A Memoir by the Creator of Nike</i>	In this candid memoir, Nike founder and CEO, Phil Knight shares the inside story of the company's early days as an intrepid start-up and its evolution to one of the world's most iconic, game-changing, and profitable brands.
Markham, Beryl	<i>West With the Night</i>	A moving memoir of an early 20 th century woman aviator in East Africa. This is the story of Beryl Markham—aviator, racehorse trainer, beauty—and her life in Kenya during the 1920's and 30's.
Meacham, Jon	<i>Thomas Jefferson: The Art of Power</i>	Winner of the Pulitzer Prize and editor of <i>Newsweek</i> magazine writes award-winning in-depth studies of one of the nation's most influential figures.

Adventure/Overcoming Obstacles/Survival

Author	Title	Description
Alexander, Caroline	<i>The Endurance: Shackleton's Legendary Antarctic Expedition</i>	The Imperial Transatlantic Expedition, Sir Ernest Shingleton's daring but ill-fated attempt to cross the South Pole, comes to life in pictures...and in the words of the men who lived the extraordinary Antarctic adventure...an exhilarating account of one of the greatest episodes in the history of polar exploration...one of history's survival stories.

Junger, Sebastian	<i>The Perfect Storm: A True Story of Men Against the Sea</i>	In 1991, as Halloween nears, a confront moves south from Canada, a hurricane swirls over Bermuda, and an intense storm builds over the Great Lakes...forces converge and catches a North Atlantic fishing fleet off guard and unprotected.
*Krakauer, Jon	<i>Into Thin Air: A Personal Account of the Mt. Everest Disaster</i>	A bank of clouds was assembling in the not-so-distant horizon, but journalist mountaineer Jon Krakauer, standing on the summit of Mt. Everest, saw nothing that “suggested that a murderous storm was bearing down.” He was wrong.
Read, Piers Paul	<i>Alive</i>	On October 12, 1972, a plane carrying a team of rugby players crashed into the remote, snow-peaked Andes. Of forty-five original passengers, only sixteen made it off the mountain alive. This is the classic adventure of survival in the Andes.
Stanton, Doug	<i>Into Harm’s Way: The Sinking of the U.S.S. Indianapolis and the Extraordinary Story of Its Survivors.</i>	On July 30, 1945 the USS Indianapolis was torpedoed in the South Pacific by a Japanese submarine. Around 300 men were killed on impact; close to 900 were cast into the Pacific Ocean, where they struggled to stay alive. By the time help arrived—nearly four days and nights later—all but 317 men had died.
Strayed, Cheryl	<i>Wild: From Lost to Found on the Pacific Coast Trail</i>	A memoir of the author’s 1100 mile hike following a difficult time in her life.
Suskind, Ron	<i>A Hope in the Unseen: An American Odyssey from the Inner City to Ivy League</i>	A chronicle of a young man’s journey from the slums of DC to Brown University.

General Non-Fiction

Author	Title	Description
Cain, Susan	<i>Quiet: The Power of Introverts in a World That Can’t Stop Talking</i>	Real-life examples that could change the way we see quiet members of our society.
Gladwell, Malcolm	Any of the following: <i>Blink: The Power of thinking with Thinking</i> ; <i>David and Goliath: Underdogs, Misfits, and the Art of Battling Giants</i> ; <i>*Outliers: The Story of Success</i> ; <i>The *Tipping Point: How Little Thing Can Make a Big Difference</i>	#1 best-selling author explores dynamics of our world in new ways.
*Levitt, Steven D. and Dubner, Stephen J.	<i>Freakonomics: A Rouge Economist Explores the Hidden Side of Everything</i>	Intriguing, easily readable explorations of data that answer questions like “Which is more dangerous, a gun or a swimming pool?” and “What do schoolteachers and sumo wrestlers have in common?”
Kennedy, John F.	<i>Profiles in Courage</i>	“This is a book about the most admirable of human virtues—courage. ‘Grace under pressue’ Ernest Hemingway defined it. And these are stories of the pressures experienced by eight United States senators and the grade with which they endured them.” (Kennedy). Pulitzer Prize, 1957. Of special interest to students interested in politics, public life...about the kind of courage America needs—moral courage, the courage of personal integrity.

<p>*Mortenson, Greg and Oliver Relin, David</p>	<p><i>Three Cups of Tea: One Man's Mission to Promote Peace-One School at a Time</i></p>	<p>The astonishing, uplifting story of a real-life Indiana Jones and his humanitarian campaign to use education to combat terrorism in the Taliban's backyard</p>
<p>Yousafzai, Malala and Lamb, Christina</p>	<p><i>I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban</i></p>	<p>On October 9, 2012, 15-year old Malala was shot in the head at point-blank range while riding the bus home from school. Few expected her to survive. Instead, Malala's miraculous recovery has taken her on a journey from the remote valley in northern Pakistan to the halls of the United Nations in New York. This story will make you believe in the power of one person's voice to inspire change in the world.</p>