

**11 AP English**

**SUMMER READING  
PACKET**

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**Woodside High School**

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A.P. English Language and Composition is a course mainly focused on the reading, writing, and analysis of nonfiction works. We will explore how people write to share their personal experiences, to argue their point of view, to critique other perspectives, to share discoveries and findings, to advocate for change, and to build bridges and understandings among peoples. We will read, analyze, and interpret texts from many different time periods, perspectives, and learn to develop our own voices as writers along the way. This course will develop your critical thinking skills and better prepare you for the rigor of college classes, but it will take a lot of hard work, time, and dedication.

Our starting point for this journey is with the individual. Over this summer you will read two memoirs. A memoir is a type of autobiography that focuses on just one aspect or part of the author's life. At the beginning of the school year, we will discuss your opinions and ideas about the summer books; and then we will closely read and analyze the craft of a variety of personal narrative essays.

## Part 1: Choice Reading and Essay Presentation

Choose ONE of the following contemporary memoirs to read. You will need to procure your own copy of this book from the public library or a bookstore. Plan ahead! Do not wait until the last minute to get your book or you may find it difficult to do so. I encourage you to talk to your friends – if someone else is interested in reading the same book, you can split the cost and each take a turn reading it. You also may be able to get used or sale copies online. Also, remember even if the Woodside Library's copy or your local community library's copy is already out, they may be able to get you a copy through interlibrary loan. Check the online catalogue to see where else the book is available or talk to a librarian.

All of the following choices have won the American Library Association or Booklist award for best adult books for young adult readers. Some may contain strong language. I highly encourage you to go onto Amazon.com and read reviews and the first few pages of the book before deciding which book is best for you. I want you to read a book that you will enjoy!

- *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah
- *American Shaolin: Flying Kicks, Buddhist Monks, and the Legend of Iron Crotch: An Odyssey in the New China* by Matthew Polly
- *Dispatches from the Edge* by Anderson Cooper
- *First Darling of the Morning: Selected Memories of an Indian Childhood* by Thrity Umrigar
- *The Boy who Harnessed the Wind: Creating Currents of Electricity and Hope* by William Kamkwamba
- *The Glass Castle: A Memoir* by Jeanette Walls

Essay:

Based on the choice book you read, you will write an essay that will be due the first week of school. Your essay should be **no more than 2 pages long, typed, double spaced, 12 font, Times New Roman.**

Essay Prompt:

In this essay, you must pretend **you** are the author of the book and write an explanation of the choices you made to create this memoir. Use the following questions to focus your essay: What do you (pretending to be the author) want the audience to know from this book and why do you want them to know it? What did you put into the book to make the reader feel a certain way (make sure you explain how you wanted the audience to feel)? Why did you incorporate information, history, or culture into your memoir? Why did you include humor or emotional language?

Just to be clear: you **MUST** write this essay in first person (pretending you are the author) and back up your ideas and explanations with specific examples and quotes from the text. Your essay should be clear, focused, organized and believable. You want to engage and interest your audience! Challenge: work on a unique and interesting first sentence!

## Part 2: Class Read and Passage Analysis

All students are to read the following book:

*The Immortal Life of Henrietta Lacks* by Rebecca Skloot

As you read, keep track of passages that you find particularly significant and/or compelling. (A passage is approximately ½ - 1 page long.)

### Passage Analysis

Choose 4 passages, each from a different section of the book, and write a **one page response for each**. Be sure to put the page numbers of the passage you are discussing at the top of the page. In your response, you should discuss the following:

1. Main idea of the passage(1-2 sentences)
2. Why you think this is a significant and/or compelling passage? (i.e. How did the passage make you feel? What did the author do in writing the passage to make you feel this way?)
3. What does this passage help you to better understand about Henrietta Lacks and her life?
4. How does this passage contribute to the message or focus of the novel as a whole?

Your responses should be paragraph form (the number of paragraphs is up to you as long as it is clear) and stand-alone (I should not have to reread the questions above or the passage to follow what you are saying). Use clear and specific language in your writing. **Type and double space your responses.** We will use these responses as a basis for graded discussion and a major writing assignment the first week of school.

## Part 3: List of Rhetorical Terms

Become familiar with the terms listed below. You need to create flashcards (3x5 index cards) with the words and definitions. The flashcards will not be taken up for a grade; however, there will be a formal assessment of your understanding of these terms at the beginning of the year, and you will be allowed to use your flashcards for the assessment. As you read, be aware of the use of these devices and be prepared to discuss their use in appropriate works.

Archetype
Allegory
Alliteration
Allusion
Ambiguous
Analogy
Anaphora
Antecedent
Anticipate Objections
Antimetabole
Antiphrasis
Antithesis
Aphorism
Apostrophe
Assonance
Asyndeton
Atmosphere
Caricature
Cacophony
Colloquialism
Conceit
Connotation

Denotation
Diction
Didactic
Double Entendre
Euphemism
Dystopian
Dysphemism
Epistrophe
Euphemistic
Extended metaphor
Figurative language
Figure of speech
Genre
Hyperbole
Imagery
Inference/infer
Irony/ironic
Verbal irony
Situational irony
Dramatic irony
Metaphor
Metonymy

Mood
Onomatopoeia
Oxymoron
Paradox
Parallelism
Parody
Personification
Point of view
First person
Third person
Third person limited
Third person omniscient
Repetition
Rhetoric
Rhetorical appeal
Logos
Ethos
Pathos
Rhetorical modes
Exposition
Argumentation

Description
Narration
Rhetorical question
Sarcasm
Satire
Style
Syllogism
Symbol/symbolism
Synecdoche
Syntax
Theme
Thesis
Tone
Transition
Understatement
Wit
Zeugma

#### Part 4: Rhetorical Analysis / Stylistic essay

The rhetorical analysis / stylistic essay is one of three essays required on the AP exam. This type of essay will be discussed the first quarter of the year. Please read and respond to the below previously released AP free response question. Your essay should not exceed two pages, Times New Roman, double spaced, 12 point font, and is due the second week of school in September.

Benjamin Banneker, the son of former slaves, was a farmer, astronomer, mathematician, surveyor, and author. In 1791 he wrote to Thomas Jefferson, framer of the Declaration of Independence and secretary of state to President George Washington. **Read the following excerpt from the letter and write an essay that analyzes how Banneker uses rhetorical strategies to argue against slavery.**

Sir, suffer<sup>1</sup> me to recall to your mind that time in which the arms and tyranny of the British Crown were exerted with every powerful effort in order to reduce you to a State of Servitude, look back I entreat you on  
5 the variety of dangers to which you were exposed; reflect on that time in which every human aid appeared unavailable, and in which even hope and fortitude wore the aspect of inability to the conflict and you cannot but be led to a serious and grateful  
10 sense of your miraculous and providential preservation; you cannot but acknowledge that the present freedom and tranquility which you enjoy you have mercifully received and that it is the peculiar blessing of Heaven.

15 This sir, was a time in which you clearly saw into the injustice of a state of slavery and in which you had just apprehensions of the horrors of its condition, it was now, sir, that your abhorrence thereof was so excited, that you publicly held forth this true and  
20 valuable doctrine, which is worthy to be recorded and remembered in all succeeding ages. "We hold these truths to be self-evident, that all men are created equal, and that they are endowed by their creator with certain unalienable rights, that among these are life,  
25 liberty and the pursuit of happiness."

Here, sir, was a time in which your tender feelings for yourselves had engaged you thus to declare, you were then impressed with proper ideas of the great valuation of liberty and the free possession of those

30 blessings to which you were entitled by nature; but, sir, how pitiable is it to reflect that although you were so fully convinced of the benevolence of the Father of mankind and of his equal and impartial distribution of those rights and privileges which he had conferred  
35 upon them, that you should at the same time counteract his mercies in detaining by fraud and violence so numerous a part of my brethren under groaning captivity and cruel oppression, that you should at the same time be found guilty of that most  
40 criminal act which you professedly detested in others with respect to yourselves.

Sir, I suppose that your knowledge of the situation of my brethren is too extensive to need a recital here; neither shall I presume to prescribe methods by  
45 which they may be relieved, otherwise than by recommending to you and all others to wean yourselves from those narrow prejudices which you have imbibed with respect to them and as Job<sup>2</sup> proposed to his friends, "put your souls in their souls  
50 stead," thus shall your hearts be enlarged with kindness and benevolence towards them, and thus shall you need neither the direction of myself or others, in what manner to proceed herein.

<sup>1</sup> allow

<sup>2</sup> In the Bible, Job is a righteous man who endures much suffering.

## **IMPORTANT NOTES:**

I will check that you have completed all of this work the first two weeks of school, and you will earn a completion grade for each component.

This summer reading assignment is your opportunity to show me what you can do, your interest in the class, and motivation to be successful. I will be able to best tailor this class if I know what you are capable of doing. Although I have no problems with you discussing these books with parents, friends, etc. the assignments need to reflect what you can do. Outside research is not a part of this assignment; however, if you feel compelled to look up any other information, you **MUST** cite it (whether it be direct quotes, summary, or even if you are just inspired by someone else's idea – including any ideas from your parents, friends, etc.!) )

I expect that all students enrolled in this class will complete the summer reading assignment on time. If you decide during the summer that you just aren't interested in the class and/or would rather put your focus on a different subject next year, I understand. It is then your responsibility to contact your guidance counselor and me to let us know that you need a different English class next year. If you are not sure, I would be happy to talk to you more about expectations for this class. You need to understand that this is a college level course and the level of difficulty of the work reflects this. The course gets incrementally more challenging throughout the year.

If you have any questions or concerns, please do not hesitate to contact me at [sara.brandt@nn.k12.va.us](mailto:sara.brandt@nn.k12.va.us).

I will check my email periodically throughout the summer and will get back to you as soon as possible.