



# Summer Reading: AP English Language and Composition

## Required Reading

- 1) As you read the common text for 12<sup>th</sup> grade, C. S. Lewis's *Screwtape Letters*, I would like you to not only annotate the work as directed but also to identify the overall argument (or claim) that the author is making in this book.
  - a. Then, I'd like you to choose five letters from the book that affected you in some way (whether it be positively or negatively), identify their argument/claim and cite 2-3 pieces of evidence from the letter to support that claim. (Make sure that the chapters you choose are spaced throughout the book. Please do NOT write up the first five letters only – no matter how deeply affected you were by them. ☺)
  - b. Please write up this information in one document using MLA style and formatting and turn this in to me on Friday, August 13th. You'll need the hard copy of your book at some time within the first two weeks of school, so please keep that available as well.
- 2) Part of the College Board's description of the AP Lang course includes reading "foundational American documents." To that end, I'd like you to read and respond to the following five documents: Articles of Confederation, Missouri Compromise, Emancipation Proclamation, Plessy v. Ferguson, and Brown v. Board of Education. You can find these documents at the following links:
  - a. Articles of Confederation:
  - b. <https://www.govinfo.gov/content/pkg/SMAN-107/pdf/SMAN-107-pg935.pdf>
  - c. Missouri Compromise: <https://www.ourdocuments.gov/doc.php?flash=false&doc=22&page=transcript>
  - d. Emancipation Proclamation: <https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation/transcript.html>
  - e. Plessy v. Ferguson: <https://tile.loc.gov/storage-services/service/ll/usrep/usrep163/usrep163537/usrep163537.pdf>
  - f. Brown v. Board of Education: <https://www.ourdocuments.gov/doc.php?flash=false&doc=87&page=transcript>
    - i. As you read these documents, I'd like you to a) identify what the document is arguing for (or against) and b) identify 3-4 pieces of evidence from the document supporting that argument. You will write up your findings using MLA format and style and turn them in to me on Monday after we return to school. You will also need to print out each of these documents and have them with you at the beginning of the school year as we will work with them further once school begins.
    - ii. I know that working with argumentation and evidence is not something you've done frequently in the English classroom, so please email me questions over the summer if you feel unsure of what I'm asking you to do.
    - iii. For those of you who are juniors, Mr. Krotz has indicated that these documents will also be discussed in APUSH (although later in the school year), so you are

preparing for both classes with this assignment. For those of you who are seniors, if you took APUSH last year, you will have the benefit of already having been exposed to these works and can bring insight to our class discussions as you'll have some perspective on their place in our country's history.

- 3) (Optional) You are not required to do this next assignment over the summer, but you will have a quiz on rhetorical devices early in the school year, so I wanted to make you aware of these terms and their definitions. You can find them at

[https://yale.learningu.org/download/f10e0a0e-1866-4958-9058-11e84f35ad24/H2976\\_APEngLangGlossary.pdf](https://yale.learningu.org/download/f10e0a0e-1866-4958-9058-11e84f35ad24/H2976_APEngLangGlossary.pdf)

As you can see, there are many terms that you already know, but there are probably many that are new to you. You may want to go ahead and make a Quizlet or flash cards, etc. for the terms with which you are unfamiliar so that you are not overwhelmed in August.

# Strategies for Annotation

## SCPS English Department

- What is it?
  - Annotation is a reading strategy designed to help you focus in on key details in a book and gather evidence for discussions and assignments.
- Why do it?
  - It serves a few purposes:
    - Firstly, it is a bit easier than constantly taking notes while reading. When you get to an important point in the text, you can just write directly or put a sticky note on the page, keep reading and go back to it later to make notes on it.
    - Secondly, it makes it very easy to go to important parts of the text when you need to (when participating in Socratic Seminar, constructing book notes or writing an essay).
- 1. Circle any unfamiliar words. Then look them up, and write down the definition. (Hack: If you get the dictionary.com app, you can look up the word in two seconds.)
- 2. Use question marks to indicate areas of uncertainty.
- 3. Use exclamation points to indicate something dramatic or a key turning point.
- 4. Circle or highlight character names any time they are introduced for the first time. Keep a list on the inside cover of the book of all the characters and their traits. Add to this list as new characters are introduced, or as you learn more about existing characters.
- 5. Write your notes in the margins
- 6. Paraphrase (summarize) each chapter after you finish reading it. You only need a few sentences to do this. Write it down on the first page of the chapter.
- 7. Write down any questions you have about the text – either questions you're willing to wait to find out the answer to as you read further, or questions you want to bring up to your teacher in class the next day.
- 8. Use a color coded system to keep up with themes, symbols, ironies, motifs, etc. Mark the inside of the book with your color key. (Ex: purple = theme, orange = foreshadowing, green = symbols)