

Strive for Excellence

Dear AP Language Selectee,

I am looking forward to working with you next school year in the Advanced Placement Language and Composition course. Because you applied for this college level opportunity, I assume that you will dedicate yourself to give a consistently strong effort throughout the year.

Below you will find your summer reading titles and a short story anthology which needs to be purchased for use throughout the course.

- *A Raisin in the Sun* by Lorraine Hansberry
- *The Grapes of Wrath* by John Steinbeck
- *Freakonomics* by Levitt & Dubner
- *Great American Short Stories*, Corinne Demas, editor

To begin our analysis of language and rhetoric this summer, students will read one play, one novel, and one work of nonfiction. Written assignments for these pieces should be completed by following the attached instructions. All summer assignments must be submitted at the beginning of our first class meeting; I do not accept late work. When you return, be prepared to engage in literary discussions that exhibit your knowledge of these works.

If you have any questions about this assignment, please see me before summer begins. I am looking forward to working with you next school year and hope this desire is met by equal enthusiasm on your part. The course should prove to be enjoyable, challenging, and rewarding.

Sincerely,

Sherry Van de Motter
Fayette County High School
AP Language and Composition

P.S. By the way, I, too, have befriended Uncle Cliff, Sparky and Company on occasion and find them to be quite fascinating! However, while we may use them to assist us, they are no substitute for “the real thing.”

AP Language and Composition
Summer Assignments
Sherry T. Van de Motter

Overview: Students enrolled in the AP English Language and Composition course are required to complete the following summer reading: John Steinbeck's *The Grapes of Wrath*, Lorraine Hansberry's *A Raisin in the Sun*, and Levitt and Dubner's *Freakonomics*. Students need to be prepared for exams over this material which may include identification, quotations, discussion, and analysis. To prepare for this assessment, it is advised that students have a highlighter and a pen to mark the text as they read. In addition to the tests, further requirements are to complete the following analysis activities. Type, organize, and proofread assignments and submit them in one folder at the beginning of our first class meeting.

The Grapes of Wrath

Select two quotations (two per element/total of 10) that you believe are the **best** illustrations of each of the five essential elements of literary analysis: *characterization, setting, conflict, style, and theme*. For each of these choices, quote a passage that conveys a complete idea and parenthetically cite the appropriate page number. Then, explain how the quotation illustrates the literary element – refer directly to the quote and show a connection to the work's meaning. Your selected quotations should cover the span of the novel from beginning to end.

***Freakonomics* (nonfiction)**

Write a personal response to each chapter (chapters are divided into different topics – 6 total) in which you discuss what the argument or claim was, how the authors justified the claim, and your personal response to it. Responses should be one fully developed paragraph each (this means at least 7-9 sentences with MLA cited quotes in support of your response).

A Raisin in the Sun

Compose twelve double-entry journal entries (see below for details): four personal connections, four intratextual connections, and four intertextual connections. For the intertextual connections, you should seek some connections by reading newspapers, watching credible news programs, listening to news radio, and visiting news websites. You may also make **intertextual** connections with other works of fiction.

Double-Entry Journal

Number each entry, write the quotation including page and paragraph number, identify the type of connection (personal, intratextual, or intertextual), and compose a response of at least two sentences for each.

Further Explanation

Personal Connection - Contemplate how the quotation connects to some aspect of your personal knowledge and experience. The quotation may remind you of a situation you have been in, seen, or read about.

Intratextual Connection – Reflect on how the quotation connects to another passage (which you also cite) from the same text. Think about ways in which the connected passages emphasize character, setting, conflict, theme, or another element of the work.

Intertextual Connection – Ponder how the quotation connects to another text (literature, film, media, music, or art). Consider similarities that the two texts share (characterization, mood, plot, setting, theme, tone), and discuss how the two texts relate to one another.

Vocabulary

Because expanded vocabulary is also an emphasis in this course, students are required to learn at least thirty new words as they read these books. To receive credit for this activity, record the word, the selection from which it came, page number, phrase or sentence where the word was found, and an appropriate dictionary definition.

The following will be used during the course of the school year and must be purchased by student.

Great American Short Stories

*We will be using a new vocabulary program this year that does not require the purchase of a book.

Questions may be forwarded to Sherry Van de Motter at vandemotter.sherry@mail.fcboe.org