

Summer Reading for Students Entering **AP English Language & Composition** and **English 11H**

Course Descriptions:

Honors English 11 is an advanced course that focuses on close reading and analysis, elevated writing skills, and an assumption of complexity in all discussions about the literature; the class is not test-driven and so allows for advanced study with less stress.

AP English Language and Composition is comparable to an introductory college-level rhetoric and writing course. Students read non-fiction texts, drawn from a variety of disciplines and historical periods, and analyze the effect of rhetorical elements contained within them. The course prepares students to develop evidence-based analytic and argumentative essays that undergo extensive revision.

Before you return to school in August, you will:

Annotate the texts either in the books (on post-it notes, or in a kind of log).

Be ready to discuss the texts and perspectives presented for each text in class.

Complete a SOAPStone chart (which will be posted on Classroom one week before you arrive in school) on the short readings that are listed and the novel that is assigned to your class..

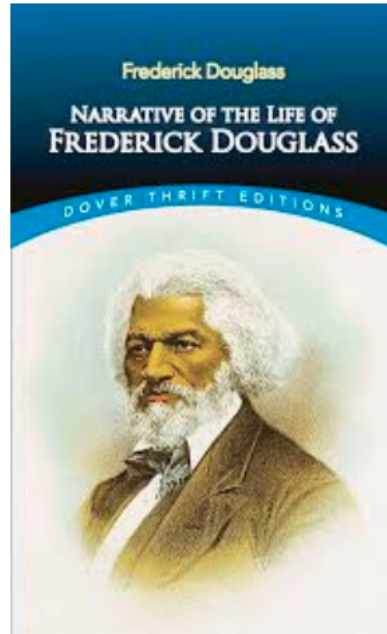
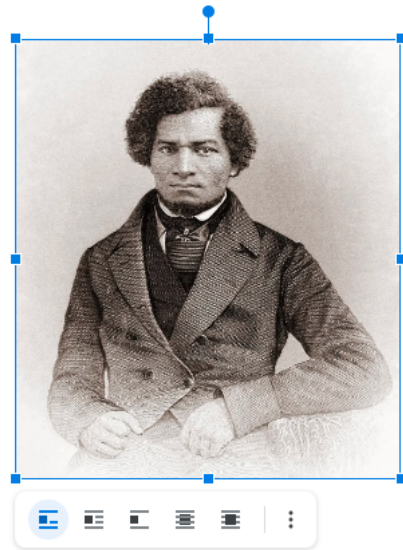
- *For the first day of class* you will need to:
- *Bring* a copy of the texts with your annotations or notes.
- *Discuss* the structure of the texts as well as the information each presents.
- *On the third class day, you will have a quiz on the readings.*
- *During your second long block and which will be in the second week of school, you will write one essay in class* which includes evidence from the text that supports your thesis based on the assigned novel.
- **Honors will write one** of those essays (my choice) during the first two weeks of school, with an opportunity to revise if the deadline is met.
- **AP Lang & Comp will write one** of those essays (my choice) during the first two weeks of school, with an opportunity to write an additional essay on a different prompt if the deadline is met.

Concepts to look for while reading: the American experience, good vs. evil, minorities and subgroups, society and class structure. Additionally, consider the structure of the text, and development of voice (first person vs. third person narration), and any introductory essays or endnotes that apply.

Literary devices and rhetorical strategies to look for while reading: diction, simile metaphor, symbolism, allusion, hyperbole, understatement, imagery, antithesis, juxtaposition and anything else that seems important (even if you are not sure why you think so); remember to ask questions because questions are some of the best annotations there are.

PART ONE: FULL-LENGTH WORKS

Assigned Summer Reading–English 11H: *Narrative of the Life of Frederick Douglass*



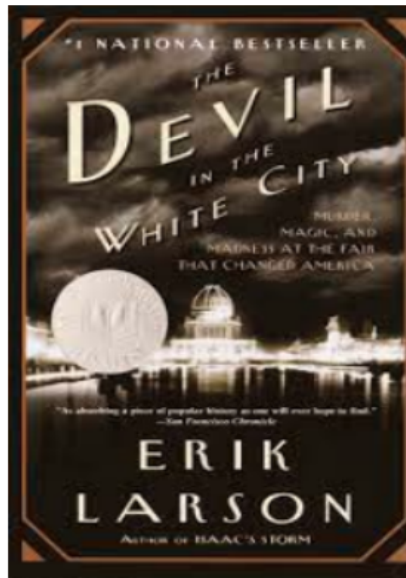
Frederick Douglass was a formerly enslaved man who became a prominent activist, author and public speaker. He became a leader in the abolitionist movement, which sought to end the practice of slavery, before and during the Civil War. After that conflict and the Emancipation Proclamation of 1862, he continued to push for equality and human rights until his death in 1895.

Douglass' 1845 autobiography, *Narrative of the Life of Frederick Douglass, an American Slave*, described his time as an enslaved worker in Maryland. It was one of three autobiographies he penned, along with dozens of noteworthy speeches, despite receiving minimal formal education.

- “Enslave the liberty of but one human being and the liberties of the world are put in peril.” — **William Lloyd Garrison**
- Will the slave fight? If any man asks you, tell him No. But if anyone asks you will a Negro fight, tell him Yes!--**Wendell Phillips, Esq.**
- “Where justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is an organized conspiracy to oppress, rob and degrade them, neither persons nor property will be safe.”– **Frederick Douglass**

Note: The novel is available in room 136 before the end of school if you would like to check it out through the library and annotate either on your own paper or with post-it notes. However, feel free to purchase your own copy if you would like to be able to take annotations directly in the book.

Assigned Summer Reading--**AP English Language:** *The Devil in the White City* by Erik Larson



In *The Devil in the White City*, author Erik Larson uses extensive research to recreate the lives of two real men and to reinvent Chicago during the World's Columbian Exposition. In the process, he creates two separate, yet connected plot lines and attempts to fill in some of the gaps left by history.

- “It was so easy to disappear, so easy to deny knowledge, so very easy in the smoke and din to mask that something dark had taken root. This was Chicago, on the eve of the greatest fair in history.”-- **Erik Larson**
- “I was born with the devil in me. I could not help the fact that I was a murderer, no more than the poet can help the inspiration to sing.”-- **H. H. Holmes**

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SOAPSTONE- An Acronym for Analyzing Texts - To Be Submitted in Advance of Our First Class

Adapted from an AP ListServe adaptation of a College Board Resource

Rhetorical Elements: Things to look for when analyzing any piece of literature in AP Lang & Comp!

Subject: The general topic, content, and ideas contained in the text. This can be stated in a few words or a phrase. (This is the message and can NEVER be overlooked.)

Occasion: Where and when did the story take place? In what context? Is it a memory, a description, an observation, a valedictory, an argument, a diatribe, an elegy, a declaration, a critique, etc.? Note the larger occasion, that is, the *broad* issue which is the center of ideas and emotions. Also note the immediate occasion, that is, the issue that catches the writer's attention and triggers a response.

Audience: Toward whom is the text directed? Does the author identify an audience? Is it one individual, a group, many groups? What assumptions can you make about the intended audience?

Purpose: What is the speaker's reason for writing the text? Considering the purpose is important so that the reader can examine the writer's argument and the logic of it. In what ways does the author convey the message of the purpose? What is the message? How does the speaker try to spark a reaction in the audience? How is the text supposed to make the audience feel? What is its intended effect?

Speaker: (The voice telling the story). Is someone identified as the speaker? What assumptions can you make about the speaker? (e.g., age, gender, class, emotional state, etc.). The author and the speaker are not necessarily the same. The author may tell the story from many different points of view. So who is telling the story? How do you know this? How does the writer present his/her narration? Assess the character of the speaker. These are crucial considerations. Are the author and speaker a different gender? Do not be confused by the gender of the author and assume the speaker must be the same. Let the facts lead you to the speaker. What does the speaker believe? Do not assume that the author believes what the speaker believes. If the text is nonfiction (and it almost ALWAYS is), do not simply identify the speaker/author by name. Include important facts about the speaker that will help the reader (the audience) make judgments about the speaker's position (the speaker's point of view).

Tone: What is the author's attitude toward the subject? What emotional sense do you take from the piece? How does the diction (choice of words) point to tone? How does syntax (sentence construction) point to tone? Finally, how does imagery (vivid descriptions that appeal to the senses) point to tone?

In *The Narrative of the Life of Frederick Douglass*:

What is the Subject of the essay?
What was the Occasion of the essay?
Who was the intended Audience of the essay?
What was the author's Purpose for writing this essay?
Who is the Speaker in the essay?
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Audience: Toward whom is the text directed? Does the author identify an audience? Is it one individual, a group, many groups? What assumptions can you make about the intended audience?

Purpose: What is the speaker's reason for writing the text? Considering the purpose is important so that the reader can examine the writer's argument and the logic of it. In what ways does the author convey the message of the purpose? What is the message? How does the speaker try to spark a reaction in the audience? How is the text supposed to make the audience feel? What is its intended effect?

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In *The Devil in the White City*

What is the Subject of the essay?
What was the Occasion of the essay?
Who was the intended Audience of the essay?
What was the author's Purpose for writing this essay?
Who is the Speaker in the essay?
What is the Tone of the essay?

PART TWO: READING SHORTS

AP English Language

"Self-Reliance"

by Ralph Waldo Emerson

"**Self-Reliance**" is an 1841 essay written by American transcendentalist philosopher and essayist Ralph Waldo Emerson. It contains the most thorough statement of one of Emerson's recurrent themes: the need for each individual to avoid conformity and false consistency, and follow his own instincts and ideas.



[Self-Reliance](#)

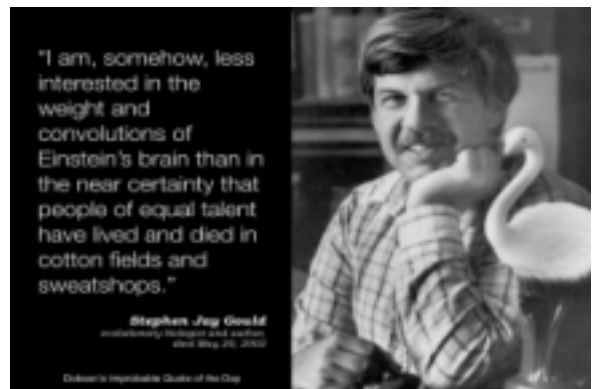
▶ [Self-Reliance \(1841\) Ralph Waldo E...](#)

AP English Language

"The Creation Myths of Cooperstown"

by Jay Gould

According to Stephen Jay Gould -- scientist, science historian, and writer -- Abner Doubleday "didn't know a baseball from a kumquat" (51). Baseball evolved slowly out of English stickball games and "no one invented baseball at any moment or in any spot" (46). But, says Gould, "we seem to prefer the alternative model of origin by a moment of creation -- for then we can have heroes and sacred places" (48).



[The Creation Myths of Cooperstown | Natural History Magazine](#)

No audio available.

Note: Although some links will work, others are ticky. If you have trouble, it is best if you open each in a new window. When available, I have also linked an audio version of the work if that will help in any way. If still stuck, please do not hesitate to email me at lbucco@region1schools.org.

AP English Language & English 11H

"Once More to the Lake"

by E. B. White

E. B. White (Elwyn Brooks White--July 11, 1899 – October 1, 1985) was an American writer. About White, his friend and fellow author James Thurber said:

Most of us, out of a politeness made up of faint curiosity and profound resignation, go out to meet the smiling stranger with a gesture of surrender and a fixed grin, but White has always taken to the fire escape. He has avoided the Man in the Reception Room as he has avoided the interviewer, the photographer, the microphone, the rostrum, the literary tea, and the [Stork Club](#). His life is his own. He is the only writer of prominence I know of who could walk through the [Algonquin](#) lobby or between the tables at Jack and Charlie's and be recognized only by his friends.



[Once More to the Lake by E. B. White](#)

[Once More to the Lake | The Chill of Mortality: Timeless ...](#)

AP English Language

"On Dumpster Diving"

by Lars Eighner

Laurence "Lars" Eighner Hexamer (born **Laurence Vail Eighner**; November 25, 1948) is the author of *Travels with Lizbeth*, a memoir of homelessness in the American Southwest during the late 1980s; the included essay "On Dumpster Diving." In the late 1980s, he and his dog Lizbeth became homeless, and his experiences as a homeless person in [Austin, Texas](#); Los Angeles, and places in between are the subject of *Travels with Lizbeth*.

Dumpster diving, or trash-picking, is an interesting way to find free items to reuse, re-purpose, and recreate. Many dumpster-divers find food but people also throw away furniture and resalable goods. You can land in thorny legal territory if you're not careful, even though dumpster diving was declared legal by the Supreme Court. It's important to understand what you can and can not do. After all, just because someone else doesn't want it doesn't mean it's yours.--from "Laws on Dumpster Diving, 2015"



<https://scholarworks.umb.edu/cgi/viewcontent.cgi?article=1539&context=nejpp>

No audio available.

AP English Language & English 11H

"The Story of an Hour" (short story) by Kate Chopin

Kate Chopin, born Katherine O'Flaherty; February 8, 1850 – August 22, 1904) was an American author of short stories and novels based in Louisiana. She is now considered by some scholars to have been a forerunner of American 20th-century feminist authors of Southern or Catholic background, such as Zelda Fitzgerald, and is one of the most frequently read and recognized writers of Louisiana Creole heritage.

It is greater than the stars - that moving procession of human energy; greater than the palpitating earth and the things growing thereon."-Kate Chopin



<https://www.owleyes.org/text/the-story-of-an-hour/read/chopins-short-story>

▶ The Story of an Hour by Kate Chopin - ...

AP English Language & English 11H

"The Corner Store" (essay)

by Eudora Welty

Eudora Welty's essay called "The Corner Store" takes you on a journey back in time to her childhood memories of Mr. Session's corner store. Welty gives an illustrated description of the store, from the red brick exterior to the obscured darkness and you enter inside the store.



[The Corner Store - By Eudora Welty](#)

No audio available.

AP English Language & English 11H

"A Worn Path" (essay)

by Eudora Welty

According to the author, "Greater than scene is situation. Greater than situation is implication. Greater than all of these is a single, entire human being, who will never be confined in any frame."-**Eudora Welty**

This was Welty's intent when she crafted her story and study of Phoenix Jackson.



<https://www.owleyes.org/text/the-story-of-an-hour/read/chopins-short-story>

 [The Story of an Hour by Kate Chopin - ...](#)

Note: This handout is a guide: This should be completed and submitted on Google Classroom by the first class we meet. (Google Classroom will be set up one week before your first day of school.)

SOAPSTone Directions: Below are the SOAPSTone charts for the short works assigned in **AP English Language** and **English 11H**. Complete only the charts for the works that were assigned for your class.

In “Self-Reliance”: **For AP English Language only**

What is the Subject of the essay?
What was the Occasion of the essay?
Who was the intended Audience of the essay?
What was the author’s Purpose for writing this essay?
Who is the Speaker / in the story?
What is the Tone of the story?

In “The Creation Myths of Cooperstown”: **For AP English Language and English 11H**

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What was the Occasion of the essay?
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In “Once More to the Lake”: For AP English Language and English 11H

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What was the Occasion of the essay?
Who was the intended Audience of the essay?
What was the author’s Purpose for writing this essay?
Who is the Speaker in the essay?
What is the Tone of the essay?

In “Dumpster Diving”: For AP English Language only

What is the Subject of the article?
What was the Occasion of the article?
Who was the intended Audience of the article?
What was the author’s Purpose for writing this article?
Who is the Speaker in the article?
What is the Tone of the article?

In “The Story of an Hour”: For AP English Language and English 11H

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