

# Summer Reading for Honors 11 and AP English Language & Comp 2024

## 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.

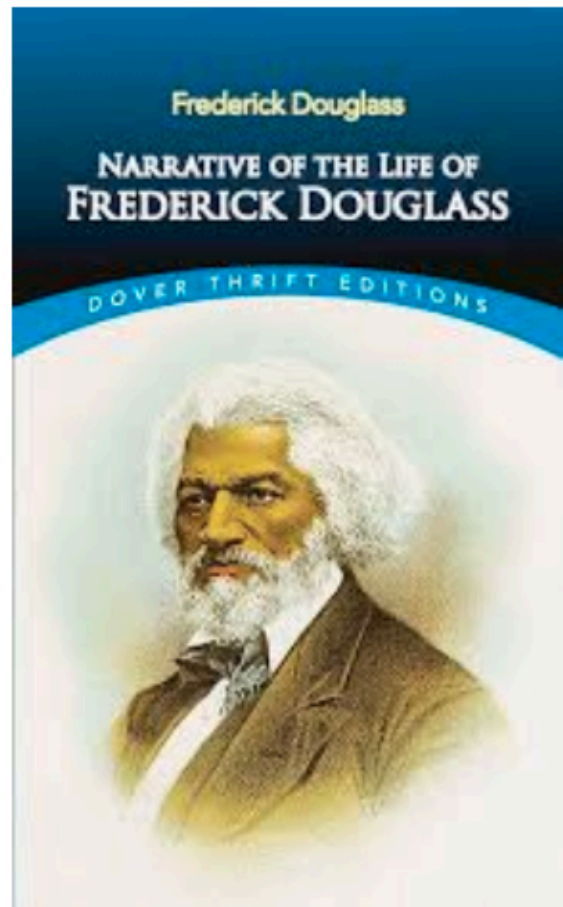
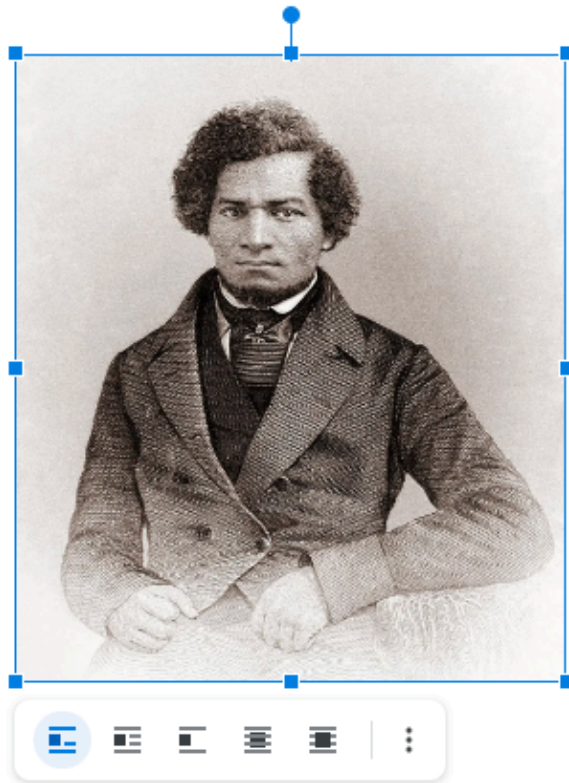
*Complete a SOAPStone chart for both works..*

- *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.
- *By your second class, bring 2 complete bullet outlines for papers (essay questions and example of format at end of this document).*
- *On the third class day, you will have a quiz on both books.*
- *During your fourth class which will be a 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.
- **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 and additional essay on the second text if the deadline is met.

**Concepts to look for while reading: the American experience, good vs. evil, minorities and subgroups, society and class structure, and structure of the text, and development of voice (first person vs. third person narration)**

**Literary devices and rhetorical strategies to look for while reading: diction, simile metaphor, symbolism, allusion, hyperbole, understatement, imagery, antithesis, juxtaposition**

**Assigned Summer Reading, Title one: *Narrative of the Life of Frederick Douglass***

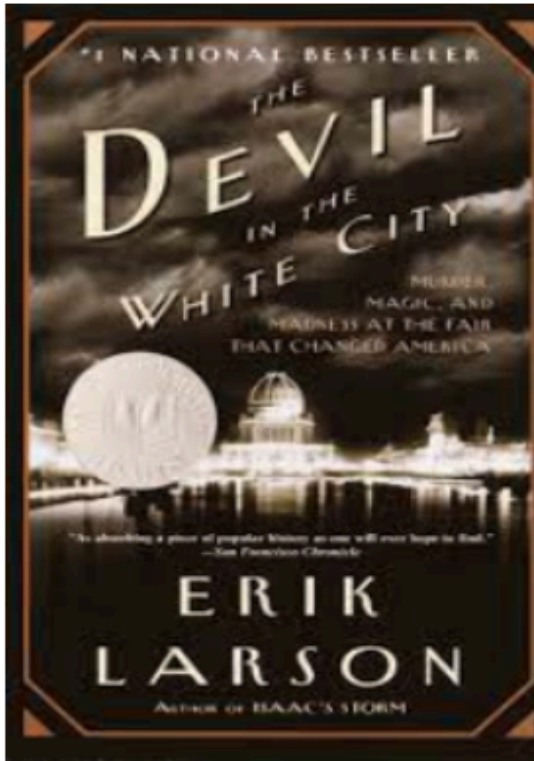


Frederick Douglass was a formerly enslaved man who became a prominent activist, author and public speaker. He became a leader in the abolitionist movement, which sought to end the practice of slavery, before and during the Civil War. After that conflict and the Emancipation Proclamation of 1862, he continued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

**Note:** *The novel is available in room 136 before the end of school (in the main of ice in the summer) 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, Title one: *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.

**Note:** *The novel is available in room 136 before the end of school (in the main of ice in the summer) 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.*

## **SOAPSTONE- An Acronym for Analyzing Texts**

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?  
Please complete the following documentation.

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

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

**In *The Devil in the White City*:**

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

- *Quotes from the people who matter most:*
- "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**
- "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**
- "Make no little plans; they have no magic to stir men's blood."--**Daniel H. Burnham**

**Prep for Outlines for essays which will respond to:**

***How does the structure and other rhetorical strategies shape and enhance each author's message?***

- Opening idea (Hook)--part of intro paragraph:
  - **Words to consider for hook:**
    - Entitlement
    - Brutality
    - Subservience
    - Class
    - Opportunity
    - Conflicted
    - Juxtaposition
    - Resignation
    - Inevitability
  - Continuation of intro paragraph: ➤ Ideas from SOAPStone
  - Potential Thesis Sentence: ➤ Last line of intro paragraph
- Topic for first support paragraph
  - Topic sentence:
    - Quote 1 (each quote may be as short as 2 words)
    - Quote 2
- Topic for second support paragraph
  - Topic sentence:
    - Quote 1 (each quote may be as short as 2 words)
    - Quote 2
- Topic for third support paragraph
  - Topic sentence:
    - Quote 1 (each quote may be as short as 2 words)
    - Quote 2
- Conclusion
  - Topic sentence: Restate thesis idea (not verbatim)
    - Brief summary of your big ideas
    - So what? How is this idea pertinent in today's world?