

Advanced Placement English Language and Composition—2018 Summer Reading Assignment

Assigned Texts:

- *5 Steps to a 5 AP English Language* (2018 or 2019 edition) by Barbara L. Murphy, Estelle M. Rankin
- *The Wordy Shipmates* by Sarah Vowell

This summer you must obtain copies of *5 Steps to a 5 AP Language* **and** *The Wordy Shipmates*. Completing the following tasks will help prepare you for AP Language, by providing an introduction to the course and by assessing your ability to comprehend and interact with a text.

If you have questions, please email devine_wright@gwinnett.k12.ga.us or jamye_giametta@gwinnett.k12.ga.us.

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- ☐ **Assignment One:** Complete the Practice Test

Purchase *5 Steps to a 5 AP Language* and complete the multiple-choice diagnostic test in chapter 3. I **will not** collect this assignment for a grade; I want you to become familiar with the exam. We will use *5 Steps to a 5 AP Language* throughout the school year.

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- ☐ **Assignment Two:** Annotate *The Wordy Shipmates*

The Wordy Shipmates is not a standard history book. While presenting historical facts, Vowell injects pop culture allusions and opinionated commentary on historical and political figures. The objective in studying this book is to analyze the strategies that Vowell uses to make her argument; this analysis includes examining bias.

Your task is to obtain a physical copy of *The Wordy Shipmates* and annotate the text. Because you will write in the text, you may not use an eBook. When annotating your text, use any space available— margins, blank pages, empty space on the page, etc. I suggest that you use post-it notes and/or bright pen colors. As you read, respond to Vowell’s ideas and assertions in the margins of your book. **Annotating is more than highlighting and underlining;** the objective is to read actively and to engage with the text. **You DO NOT have to write on every page.**

While You Read

- Note how the author uses language.
 - effects of diction (word choice) or syntax (sentence structure or type)
 - point of view / effect
 - repetition of words, phrases, actions, events, patterns
 - narrative pace / time / order of sequence of events
 - irony
 - contrasts / contradictions / juxtapositions / shifts
 - allusions
 - any other figure of speech or rhetorical devices
 - reliability of the narrator
 - motifs or cluster ideas
 - tone and/or mood
 - imagery
 - themes
 - setting / historical period
 - symbols
- **Ask questions**—Are you confused about something? Write the question down. You might find the answer later, or you might get an opportunity to ask your questions during class discussions.
- **React to what you read**—Maybe you just read something that made you mad, startled you, or brought you to tears. Write down your reaction to the text so you remember it later.
- **Give an opinion**—Do you like or dislike an idea? Record this opinion next to the passage that inspired it.
- **Underline, bracket, or circle important passages**—
 - Write brief comments within the side margins that indicate motivation in underlining or bracketing.
 - Focus on the essential elements of literature and rhetoric (**SPEAKER, AUDIENCE, TONE, PURPOSE, and CLAIM, etc.**).

- Remember, highlighting and underlining without providing commentary IS NOT annotating.
- **Draw a rectangle around any words, phrases, or sentences that convey Vowell's tone.**
 - For example, consider whether she describes a historical figure lovingly, or with disgust.
 - Write a note in the margins describing how you would characterize this judgement.
- **Make connections**—Maybe something you read reminds you of an experience you have had or parallels a part of your life; record these connections and they will help you find meaning and relevancy in what you read.
- **Define new words**—Too often, reading comprehension problems occur because readers do not understand words. It is not too much trouble to look up the word in a dictionary or on the internet.
- **Track motifs**—If you notice a reoccurring idea as you read, start noting the motif when it takes place. Doing so will help you understand the claim that the author attempts to convey.

AFTER YOU READ

- **In the front inner cover, create a Table of Contents.** Vowell did not divide her book into chapters, which makes it rather difficult to find specific passages in the book. Do the work for her. It may be easier to type the Table of Contents and paste it in the inner cover the book.
 - **Divide the book into chapters, and give each chapter a title.**
 - On a Post-it, write the title on what would be the first page of the chapter. Place the Post-it on the first page of the
 - For example, if pages 83-107 are all about the Salem Witch Trials, you might title that section “The Salem Witch Trials.”
 - You would write that title in the Table of Contents **and** you would write it on a Post-it and stick it on page 83.
 - The Post-it will allow you can find the “chapter” quickly.
- **On a blank page in the back of the book, make an Index of the Significant Historical People and Events discussed.**
 - Write down the name and a brief description.
 - You may want to type this information and paste it in the book.
- **On another blank page or on the back inner cover, make an Index of the Pop Culture Allusions in the book.**
 - Provide a brief description of the allusions.
 - You may want to type this information and paste it in the book.
- **Mark examples of bias.**
 - Find and annotate examples of when Vowell appears to appreciate and respect the Puritans and those times when she doesn't.
 - Mark examples where her judgments against contemporary conservative politicians seem biased, one-sided, or judgmental.
- **Summarize what you have read.** In the empty space at the end of a page, rewrite the article noting the essential points, using only a couple of sentences. You might find that doing so will help you understand what you just read.
- **Respond to what you have read.** Sometimes a summary isn't enough. You might want to comment on what you just read, give an opinion about a concept, or complain about the author's insight/viewpoint.
- **Note if you experience an epiphany.** Note any “ah ha” moments, where you clarify something that you found puzzling.

Note: You may write all marginal comments on Post-It Notes placed on appropriate pages in lieu of writing on the text itself.

Text Annotation Rubric

<input type="checkbox"/> Exceeds Expectations (95-100 A)	<ul style="list-style-type: none"> ○ Completes assignment thoroughly with obvious effort and reflection ○ Text is marked throughout ○ Annotations include questions, predictions, text connections, and reactions (i.e. “aha” moments) ○ Identifies literary and rhetorical devices; comments reflect analysis of the devices ○ Annotations accurately identify motifs and/or themes of the text ○ Reader has identified and defined unfamiliar vocabulary
<input type="checkbox"/> Meets Expectations (85-89 B)	<ul style="list-style-type: none"> ○ Assignment is complete but lacks the insight, depth, or thoroughness of an “exceeds” assignment ○ The text is marked but the commentary is brief; demonstrates an attempt at analysis ○ Identifies literary and rhetorical terms but lacks sufficient commentary and analysis ○ Commentary and notations appear less frequently ○ Annotations may not accurately identify motifs or themes of text
<input type="checkbox"/> Partially Meets Expectations (70-75 C)	<ul style="list-style-type: none"> ○ Text is not consistently marked throughout and/or the commentary is very short ○ Highlights and/or underlines passages, but lacks sufficient commentary ○ Random passages appear to be marked; passages selected often have no real significance ○ Annotations include minimal marginal comments or comments that are characterized by plot level questions and simplistic summary ○ Annotations include little or no attempt to identify motifs or themes of text ○ Annotations include little or no recognition of unfamiliar vocabulary ○ Annotations do not reflect careful reading of the text; annotations do not reflect interaction between the reader and the text
<input type="checkbox"/> Unacceptable (0-50 F)	<ul style="list-style-type: none"> ○ Student annotated less than half of the text ○ Student has seemingly not put effort into the assignment or has not read the text ○ Copious underlining or highlighting, but little to no commentary