

Dear Prospective AP English Language students,

I’m excited to meet you all next year for class. For most of you, this will be your first AP class, and part of the purpose of the class is to introduce you to the requirements of a college-level course. This class focuses primarily on analytical reading, research, and argumentative writing with an emphasis on nonfiction as we identify and discuss the choices author’s make as they write about their subjects. Since there are SO many interesting subjects and topics out there that we could be reading as we practice reading non-fiction, you will have a choice in the lens or theme you take on for your reading. Many students choose a theme and then stick with it for the entire year while some choose themes for various projects. You will also be asked to come up with a research topic within your theme for a research paper in the first semester.

The themes to choose from throughout the year are:

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|------------------------|----------------------------|
| Indigenous voices | War and Conflict |
| Black in America | Work and Class |
| Latinx Voices | Nature and the Environment |
| LGBTQ+ perspectives | Faith and Religion |
| Women’s voices | Mental Health |
| Immigrant perspectives | Science and Technology |
| Disabled Voices | Ethics and Society |

Consider which themes are interesting to you and use the list to choose books for your summer reading. **You will choose 2 books and answer questions about each of them.** The questions connect directly with the Big Ideas and Enduring Understandings for the course from the College Board. **The full book list of books offered at the school is attached; however, you may also choose other works of non-fiction, provided they can fit in with one of the above themes.** Since we have limited copies of each book at school , come see Jennifer in room 402 ASAP to ensure you get a copy of the ones you want to read.

Rubric for Grading

Points	Text Choice	Assignment
4	Read TWO books from the list	Complete the 13 questions for both books thoroughly and thoughtfully.
3	Read TWO books from the list	Complete the 13 questions for both books and/or the essays with short or incomplete thinking in the written response.
2	Read ONE book from the list	Complete the 13 questions for both the book and the essay thoroughly and thoughtfully.
1	Read ONE book from the list	Complete the 13 questions for the book with short or incomplete thinking in the written response.
0	No completed Summer Reading*	Nothing turned in.

* Will be asked to move to English 10.

Email Jennifer Goen with any questions (Jennifer.Goen@apsva.us)

Assignment: Due September 23, 2024

Answer the questions fully and in complete sentences. If you handwrite, please write legibly.

Rhetorical Situation	Reasoning and Organization	Claims and Evidence	Style
<p>BIG IDEAS</p> <p>RHS Rhetorical Situation</p> <p>ENDURING UNDERSTANDINGS</p> <p>Individuals write within a particular situation and make strategic writing choices based on that situation.</p>	<p>REO Reasoning and Organization</p> <p>Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.</p>	<p>CLE Claims and Evidence</p> <p>Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.</p>	<p>STL Style</p> <p>The rhetorical situation informs the strategic stylistic choices that writers make.</p>
<p>1. Describe the overall purpose of this text in two sentences.</p> <p>2. When was this text written and is there anything significant to note about when/why it was written?</p> <p>3. Who is the author and what relationship do they have with the purpose?</p> <p>4. Who is most likely to pick up and enjoy this text? Any other comments about the appropriate audience of this text?</p>	<p>5. Describe how the text is organized and how the author shifts between different methods to organize the information or story.</p> <p>6. How do the choices made about organization work to help the author to achieve their overall purpose in writing the text?</p>	<p>7. Identify at least two claims or arguments the book is making? (does not need to be explicit throughout the entire text)</p> <p>8. Does the text use any outside research to support their claims?</p> <p>9. What other methods do they use to support the claims they make?</p> <p>10. Does the author ever address a counterargument or disagreement with their claims?</p>	<p>11. Analyze the author's writing style. Did anything about their word choice, sentence structure, or tone stand out to you while you read?</p> <p>12. Choose two adjectives to describe the word choice of the author throughout the text and provide two examples.</p> <p>13. Choose two adjectives to describe the tone (attitude towards the subject) of the author and provide two examples from the text.</p>

Book List

Indigenous experiences

[*Killers of the Flower Moon*](#) by David Grann
[*Redbone: The True Story of a Native American Rock Band*](#) by Christian Staebler

Black in America

[*Between the World and Me*](#) by Ta-Nahasi Coates
[*Stamped: Racism, Antiracism, and You*](#) by Ibram X. Kendi
[*Why are all the Black Kids Sitting Together in the Cafeteria*](#) by Beverly Tatum
[*Go Tell it On the Mountain*](#) by James Baldwin
[*Somebody's Daughter*](#) by Ashley C. Ford
[*THICK*](#) by Tressie McMillan Cotton

Women's voices

[*Somebody's Daughter*](#) by Ashley C. Ford
[*THICK*](#) by Tressie McMillan Cotton
[*Crying in H Mart*](#) by Michelle Zauner
[*Furiously Happy*](#) by Jenny Lawson

Disabled Voices

[*Laughing at my Nightmare*](#) by Shane Burcaw
[*Life in Rewind*](#) by Terry Weible Murphy

Immigrant and Latinx perspectives

[*Enrique's Journey*](#) by Sonia Nazario
[*Crying in H Mart*](#) by Michelle Zauner

War and Conflict

[*Unbroken*](#) by Laura Hillenbrand
[*The Things They Carried*](#) by Tim O'Brien
[*Flags of our Fathers*](#) by James Bradley
[*Killers of the Flower Moon*](#) by David Grann
[*Little Book of Restorative Justice in Education*](#) by Katherine Evans and Dorothy Vaandering

Work and Class

[*The Glass Castle*](#) by Jeanette Walls

[*Nickel and Dime*](#) by Barbara Ehrenreich

[*Evicted*](#) by Matthew Desmond

Nature and the Environment

[*The Hour of Land*](#) by Terry Tempest Williams

[*Into Thin Air*](#) by Jon Krakauer

[*Farm City*](#) by Novella Carpenter

[*A Walk in the Woods*](#) by Bill Bryson

Science and Technology

[*The Immortal Life of Henrietta Lacks*](#) by Rebecca Skloot

[*Bottle of Lies*](#) by Katherine Eban

[*When Breath Becomes Air*](#) by Paul Kalanithi

Faith and Religion

[*White Magic*](#) by Elissa Washuta

[*Go Tell it On the Mountain*](#) by James Baldwin

[*Cultish*](#) by Amanda Montell

Mental Health

[*Crying in H Mart*](#) by Michelle Zauner

[*No One Cares about Crazy People*](#) by Ron Powers

[*Life in Rewind*](#) by Terry Weible Murphy

[*Furiously Happy*](#) by Jenny Lawson

Ethics and Society

[*Cultish*](#) by Amanda Montell

[*Guns, Germs, and Steel*](#) by Jared Diamond

[*Why are all the Black Kids Sitting Together in the Cafeteria*](#) by Beverly Tatum

[*Little Book of Restorative Justice in Education*](#) by

Katherine Evans and Dorothy Vaandering

[*The Drowned and the Saved*](#) by Primo Levi

See this electronically:

