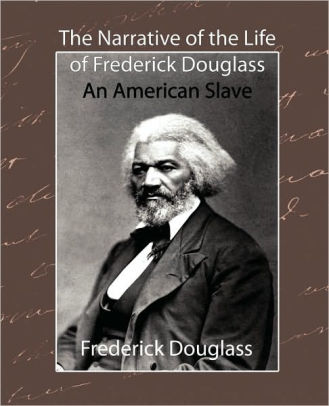
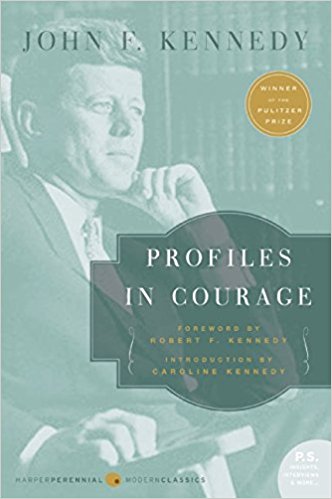
**Sharyland ISD**

**2019 - 2020**

**AP English III Language & Composition**

**Summer Reading Assignment**

AP English Language and Composition students will read *The Narrative of the Life of Frederick Douglass* **AND** *Profiles in Courage* by John F. Kennedy.



**Assignments**

|  |  |
| --- | --- |
| **Assignment # 1** | Analysis of Rhetorical Strategies in *The Narrative of Frederick Douglass: An American Slave* by Frederick Douglass |
| **Assignment # 2** | Tone Analysis of *Profiles in Courage* by John F. Kennedy |
| **Assignment # 3** | Synthesis Essay |

**Due Date: August 23, 2019**

Dear Parents and Students,

In order to maintain and continue to develop your child’s reading level and critical thinking skills during the summer months, Sharyland ISD requires all Honors, Pre-AP, and AP students to read an assigned novel and complete a summer reading assignment. As part of the summer reading assignment, students are required to read a novel, and possibly other literary pieces, and complete a range of activities that include, but are not limited to, anticipation charts, essays, and creative projects. Students may also participate in activities that refer to the novel such as Socratic Seminars, in-class debates, at the beginning of the year. Students will also take a test over what they have read within the first few weeks of school.

In this packet, you and your child will find the title of the required novel, the assignment, as well as a rubric for each assignment that your child can refer to as they complete the summer reading assignment. The assignment due date and approximate date of the test is also listed on the cover of this packet. All Honors, Pre-AP, and AP English students must have the assignments ready to turn in by the due date. Your child can either purchase or check out the book from any public library in your area. Please feel free to call or email the Sharyland Independent School District English Language Arts Specialist, Ms. Elida Salinas at (956) 580 – 5200 ext. 1057, your child’s English teacher, or the campus counselor if you have any questions.

We highly recommend that you encourage your child to read the novel(s) and do their very best on the assignment. We also ask that as your child completes the assignments, that you keep internet use to a minimum. If your child plagiarizes any portion of the assignment, he/she will not receive any credit for the assignment. We look forward to meeting your child, and hope that together, we can continue to support reading throughout the year!

Sharyland ISD Teachers

Estimados padres,

En el distrito escolar independiente de Sharyland existe una cultura fuerte y positiva de lectura entre los estudiantes y el personal. Entendemos y valoramos la importancia de la lectura tanto académica como recreativa. Sabemos que los estudios han demostrado que la lectura beneficia todas las materias y también mejora el vocabulario, la ortografía, la fluidez y el conocimiento.

Por este motivo se requiere durante el verano que alumnos inscritos en cursos de inglés del nivel Honors, Pre-AP, o AP realizen la lectura de una novela asignada y completen un proyecto acompañante. El propósito de este proyecto es mantener, o incluso aumentar, las habilidades de lectura de los alumnos para que no inicien el nuevo año escolar en desventaja después de pasar un tiempo prolongado sin clases.

Como parte de este proyecto, alumnos completarán deberes incluyendo, entre otros, guías de anticipación, ensayos y trabajos creativos. También se espera que todo alumno encargado este proyecto esté preparado al comienzo del próximo año escolar para participar en actividades que se refieren a la lectura como los seminarios socráticos y / o debates. Los alumnos también presentarán un examen sobre la lectura dentro de las primeras dos semanas de regreso a clases.Por favor encuentre dentro de los siguientes documentos el título de la novela asignada, instrucciones para realizar el proyecto, y rúbricas para cada deber del proyecto las cual el alumno puede utilizar como guía. La novela asignada se puede comprar o sacar de una biblioteca. En la portada de los documentos se encuentra la fecha de entraga para el proyecto y una fecha aproximada para el examen. Se exige que los alumnos terminen el proyecto antes de la fecha de entrega.

Recomendamos apoyar a que su hijo/a realize el proyecto con su mejor esfuerzo. Favor de asegurarse que el uso de internet no le quite autenticidad al trabajo del alumno. El plagio en cualquier parte del proyecto afectará la calificación final.En caso de dudas o preguntas, favor comunicarse con el/la profesor(a) de inglés de su hijo/a, consejero escolar, o nuestra especialista de artes de lenguaje en inglés, Elida Salinas, al 956-580-5200 ext. 1057.

¡Esperamos con anticipacion conocer a su hijo/a y tambien esperamos poder trabajar juntos en apoyar a la lectura durante todo el año!

Maestros de Sharyland ISD

# AP English III Summer Reading Assignment Checklist

***In order to receive full credit for the AP English III Language & Composition Summer Reading Assignment, students must complete ALL of the assignments listed below:***

* **Assignment #1:** Read the novel, *The Narrative of the Life of Frederick Douglass: An American Slave* by Frederick Douglass and complete Analysis of Rhetorical Strategies Graphic Organizer over the novel.
* **Assignment #2:** Read the book, *Profiles in Courage* by John F. Kennedy and complete the Tone Analysis Graphic Organizer over the book.
* **Assignment #3:** Complete the Synthesis Essay

**SUBMISSION:** The assignment will be submitted electronically through Turnitin.com. Click on the link below for the “Student Quick-Start Guide” for instructions on how to submit your Summer Reading Assignment.

<https://help.turnitin.com/feedback-studio/turnitin-website/student/quickstart.htm>

**Sharyland Pioneer High School Students:** Use the Class ID and Enrollment Key below to submit your assignments on turnitin.com **Class ID: 21044687**

**Enrollment Key: Pioneer**

**Sharyland High School Students: Fall and Spring students will need to locate their ELA teacher on the first day of school for instructions on how to submit their assignments.**

**Fall Students:** Your teacher will go over how to submit your assignments on the first day of school.

**Spring Students:** You will need to look at your schedule to see who your English teacher is and go to their classroom for instructions on submitting your assignments.

**Note: Students will take a written exam over The Narrative of the Life of Frederick Douglassby Frederick Douglass *and* Profiles in Courage by John F. Kennedy during the 1st week of AP English III.**

# Assignment #1: Rhetorical Strategies in

# *The Narrative of the Life of Frederick Douglas*

**Synopsis:** Douglass begins by saying that he does not know his birthday and this bothers him. What a simple statement, yet it conveys so much of the laments of an ex-slave and the cruelty of the slave system. Douglass was a famous orator who wrote his memoirs as a means of discussing abolition. The writings of Frederick Douglass are seen as being the most influential in the 19th century and helped strengthen the abolitionist movement.

***Assignment 1*:** Rhetorical Analysis- ***Rubric for assignment # 1 provided on page # 6***

On a separate document create a similar graphic organizer like below then define the rhetorical strategies, find an example of the strategy from the text and justify what effect it creates. Be sure to cite evidence from the text, (page #). In depth commentary should be 3-5 sentences in length.

|  |  |  |  |
| --- | --- | --- | --- |
| **Rhetorical Strategy** | **Definition** | **Example of Rhetorical Device from text**  **Include quote and (page #)** | **Effect**  **(3-5 sentence commentary)** |
| **Example:**  **Hyperbole** | **Bold overstatement or an extreme exaggeration of fact or possibility** | **Romeo & Juliet- “bounty is as boundless as the sea” (Act II, Scene 2, line 140).** | **Juliet is expressing her total and complete devotion to Romeo. She exaggerates her ability to be loyal to him and stresses that her love for him has no limits.  In this phrase, she proclaims that she will go to great lengths to preserve their love despite the fact that other people are against their meeting and relationship.** |
| Metaphor |  |  |  |
| Allusion |  |  |  |
| Antithesis |  |  |  |
| Paradox |  |  |  |
| Personification |  |  |  |
| Imagery |  |  |  |
| Symbol |  |  |  |
| Aphorism |  |  |  |
| Parallelism |  |  |  |
| Repetition |  |  |  |
| Alliteration |  |  |  |
| Oxymoron |  |  |  |

**Rubric for Assignment # 1: Rhetorical Strategies in**

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

|  |  |
| --- | --- |
| **Requirements** | **Points** |
| Student’s name, course, and date is displayed on the top left corner | **\_\_\_\_\_\_/ 5 pts** |
| **Definitions:** Students display accurate and effective denotations | **\_\_\_\_\_\_\_/ 15 pts** |
| **Example:** Student displays evidence that strongly supports the denotation as well as page number | **\_\_\_\_\_\_\_/ 15 pts** |
| **Commentary:** Student demonstrates understanding of the rhetorical devices, their connotation, and their effect in the novel | **\_\_\_\_\_\_\_/ 15 pts** |
| **TOTAL** | **\_\_\_\_\_\_\_/ 50 pts** |

# Assignment #2: Tone Analysis of

# *Profiles in Courage* by John F. Kennedy

**Synopsis:** Written in 1955 by the then junior senator from the state of Massachusetts, John F. Kennedy's *Profiles in Courage* serves as a clarion call to every American. Detailing the inspiring true accounts of eight unsung heroic acts by American patriots at different junctures in our nation's history, Kennedy's book became required reading, an instant classic, and was awarded the Pulitzer Prize. Now, a half-century later, it remains a moving, powerful, and relevant testament to the indomitable national spirit and an unparalleled celebration of that most noble of human virtues.

***Assignment 2*:** Tone Analysis

***After*** reading John F. Kennedy’s novel, complete the graphic organizer on pages 8-9 of this packet. Make sure to focus on Kennedy’s tone towards his subjects. Students must use evidence from the text that supports the tone they chose for each subject or character.

* Remember that tone is the writer’s/speaker’s attitude towards a subject, character, or audience; refer to page # 7 to assist you with tone words.
* You can use the list of Tone words provided on page # 8 to help you
* Students must provide 5 examples of textual evidence for each character along with an explanation for each
* Below is an example from ***The Tragedy of Julius Caesar*** of what the graphic organizer should include.
* Provide quotation marks in MLA format as listed in the example. For more MLA format examples, refer to page # 14.
* ***The grading rubric for this assignment is provided on page # 11 of this packet***

***Example:*** *In The Tragedy of Julius Caesar, Cassius has an envious tone towards Julius Caesar.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Tone: Cassius’ Envy towards Caesar** | | | |
| **#** | **Textual Evidence** | **Page #** | **Explanation** |
| **1** | *“…this man is now become a god, and Cassius is a wretched creature and must bend his body, if Caesar carelessly but nod on him…”* | *1024* | *Cassius does not have the power that Caesar has, and consequently feels inferior to him. He is claiming that Caesar is placed on a glorious pedestal that places him, Cassius, at the bottom, like a dog that must do whatever his master tells him to.* |

**Before starting the graphic organizer on page #9, answer the following question:**

**What is JFK’s definition of political courage?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Tone Vocabulary List

**Positive Tone/Attitude Words**

Amiable Consoling Friendly Playful Amused Content

Vibrant Pleasant Appreciative Dreamy Hopeful Proud

Sweet Fanciful Ecstatic Impassioned Relaxed Benevolent

Elated Jovial Confident Reverent Brave Elevated

Joyful Romantic Calm Peaceful Encouraging Jubilant

Soothing Cheerful Energetic Lighthearted Happy Surprised

Cheery Enthusiastic Loving Authoritative Compassionate Whimsical

**Negative Tone/Attitude Words**

Accusing Choleric Furious Bitter Aggravated Coarse

Brash Shameful Agitated Quarrelsome Haughty Smooth

Angry Passive Testy Hateful Snooty Apathetic

Tired Hurtful Facetious Superficial Arrogant Contradictory Indignant Surly Artificial Childish Inflammatory Condemnatory

Audacious Desperate Insulting Threatening Outraged Belligerent Disappointed Irritated Condescending Cold Disgruntled Disinterested

**Humor-Irony-Sarcasm Tone/Attitude Words**

Amused Droll Mock-heroic Sardonic Bantering Facetious

Mocking Satiric Bitter Flippant Scornful Mock-serious

Caustic Giddy Patronizing Sharp Comical Humorous

Pompous Silly Insolent Quizzical Taunting Condescending

Wry Ironic Ribald Teasing Critical Contemptuous

Irreverent Disdainful Ridiculing Whimsical Cynical

**Sorrow-Fear-Worry Tone/Attitude Words**

Aggravated Embarrassed Morose Resigned Agitated Fearful

Sad Mournful Anxious Foreboding Nervous Serious

Apologetic Numb Gloomy Sober Grave Apprehensive

Ominous Solemn Miserable Concerned Hollow Paranoid

Somber Hopeless Pessimistic Staid Dejected Horrific

Pitiful Upset Despairing Melancholy Remorseful

**Neutral Tone/Attitude Words**

Dramatic Intimate Questioning Elusive Earnest Sincere

Reflective Apathetic Expectant Learned Reminiscent Clinical

Factual Resigned Baffled Fervent Objective Restrained

Formal Pleading Seductive Candid Forthright Shocking Meditative Sentimental Ceremonial Frivolous Nostalgic Serious

Inquisitive Contemplative Humble Patriotic Unemotional Persuasive

Urgent Detached Disbelieving Informative Wistful Matter-of-fact

**What is JFK’s overall tone towards his 8 subjects?**

# Assignment #2 *Profiles in Courage* Graphic Organizer

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject # 1 : John Quincy Adams** | | | |
| **Tone:** | | | |
| **#** | **Textual Evidence** | **Page #** | **Explanation** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **Subject # 2 : Daniel Webster** | | | |
| **Tone:** | | | |
| **#** | **Textual Evidence** | **Page #** | **Explanation** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
|  |  |  |  |
| **Subject # 3 : Thomas Benton** | | | |
| **Tone:** | | | |
| **#** | **Textual Evidence** | **Page #** | **Explanation** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **Subject # 4 : Sam Houston** | | | |
| **Tone:** | | | |
| **#** | **Textual Evidence** | **Page #** | **Explanation** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject # 5 : Edmund G. Ross** | | | |
| **Tone:** | | | |
| **#** | **Textual Evidence** | **Page #** | **Explanation** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **Subject # 6 : Lucius Lamar** | | | |
| **Tone:** | | | |
| **#** | **Textual Evidence** | **Page #** | **Explanation** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **Subject # 7 : George Norris** | | | |
| **Tone:** | | | |
| **#** | **Textual Evidence** | **Page #** | **Explanation** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **Subject # 8 : Robert A. Taft** | | | |
| **Tone:** | | | |
| **#** | **Textual Evidence** | **Page #** | **Explanation** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |

**Rubric for Assignment # 2: *Profiles in Courage* Graphic Organizer**

|  |  |
| --- | --- |
| **Requirements** | **Points** |
| **Definition:** The student defines political courage correctly based on JFK’s novel. | **\_\_\_\_\_\_/5 pts** |
| **Tone:** The student properly identifies an appropriate tone for JFK towards his 8 subjects | **\_\_\_\_\_\_/10 pts** |
| **Evidence:** The student is able to support his/her chosen tone appropriately with cited textual evidence. | **\_\_\_\_\_\_/15 pts** |
| **Analysis:** The student explains how the evidence they provided shows the tone with insight, original thought, and depth. | **\_\_\_\_\_/15 pts** |
| **Citations:** The student provides correct page number for evidence provided. | **\_\_\_\_\_\_/5 pts** |
| **TOTAL** | **\_\_\_\_\_\_/ 50 pts** |

# Assignment # 3 Synthesis Essay

Nelson Mandela said, “I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.”

In a well-developed essay ***defend*** or ***challenge*** Nelson Mandela’s notion of courage. You must use evidence from *Profiles in Courage* by John F. Kennedy ***and*** *The Narrative of the Life of Frederick Douglass* to support your argument. Students must also use evidence of their own personal observations, experiences, or other readings to develop their position.

**Be sure to:**

* Include a well-developed thesis in your introduction
* Parenthetically cite evidence from texts – MLA format rules are provided on page 14 of this packet.
* Essay format:
  + Essay font size: 12 point font
  + Essay font type: Times New Roman
  + Double spaced
* Have proper essay organization: Introduction, 3 body paragraphs, and conclusion for writing assignment
* ***Essay Rubric is provided on page # 13 of this packet***

Submission of these assignments must be done online by August 30, 2019. This entire assignment must be submitted to [www.turnitin.com](http://www.turnitin.com). For more information on how to upload your assignment on to the website, please click on the link below for the instructional video.

**Rubric for Assignment # 3: Synthesis Essay**

|  |  |
| --- | --- |
| **Requirements** | **Points** |
| **MLA Format:**   * Proper Heading * Unique Title * Double Spaced * Times New Roman font * Size 12 | **\_\_\_\_\_\_/ 10 pts** |
| **Introduction:** The introduction grabs the readers’ attention and offers a clear thesis that clearly takes a position on Mandela’s quote. | **\_\_\_\_\_\_/ 20 pts** |
| **Body Paragraphs / Organization:** The student supports their chosen argument with reasoning that is explained through appropriate evidence that is explained and organized in separate paragraphs. The student’s commentary clearly shows the correlation between the evidence and how it supports their argument. | **\_\_\_\_\_/ 40 pts** |
| **Evidence:** The student uses appropriate evidence from *The Narrative of the Life of Frederick Douglass, Profiles in Courage*, AND another source of their choice effectively. The student correctly parenthetically cites their evidence from the text. | **\_\_\_\_\_/ 20 pts** |
| **Conclusion:** The student is able to make a lasting impression and reiterate their argument. | **\_\_\_\_\_/ 10 pts** |
| **TOTAL** | **\_\_\_\_\_\_/ 100 pts** |

**Modern Language Association (MLA) Style: In Text Citations**

Information from other sources must be acknowledged within the body of the text (in text or parenthetical citations) and at the end of the paper (in a Works Cited list). It is important that all references cited within the text appear in the Works Cited list, and vice versa.

In Text Citations In the body of your essay, you acknowledge your cited material with the author’s name and the page number (if applicable) where the information was found. This will allow the reader to find the complete source listed in your Works Cited list at the end of your paper.

The surname of the author and the page reference are inserted in the text at the appropriate point, usually in a natural pause in the sentence as close as possible to the cited information (e.g. at a comma, after a quotation, or at the end of the sentence).

**Example:**

**Most new research builds on past work done by others (Gibaldi 142).**

If the author’s name is already mentioned in the text, only the page number is required in the citation.

**Gibaldi notes that most new research builds on past work done by others (142).**

Using Quotations If you quote from or refer to material where the author and the page number are known, include the surname and the page number in parentheses after the relevant section.

If your quote is less than five lines integrate it into the body of your paper with the proper use of quotation marks.

**Example:**

**Laughter is a gift and “the most significant characteristic of the human mind” (deBono 55).**

**Example:**

If your quote is five lines or longer make sure that it stands out within the body of your paper. Indent the quotation 2.5 cm. from the left margin and double-space it.

**Especially if you are pressed for time, it is so easy to fall into the trap of passing off another’s work as your own. You need to remember that:**

**Plagiarism is theft. Plagiarism is copying. Plagiarism is the failure to acknowledge borrowed material. Plagiarism is illegal, immoral and punishable (usually by failure, in some colleges by expulsion and in the business world by legal action). It is not plagiarism to present other people’s ideas in your essay; it is plagiarism to present other people’s ideas as your own. (Coggins 32)**

# *SUCCESS!!* You Have Completed Your Summer Reading Assignment!!

**In order to obtain the maximum amount of points for your assignment, it is important that you avoid PLAGIARISM ☹**

1. **WHAT IS PLAGIARISM?**

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense. According to the Merriam- Webster Online Dictionary, to “plagiarize” means:

* + To steal and pass off (the ideas or words of another) as one's own
  + To use (another's production) without crediting the source
  + To commit literary theft
  + To present as new and original an idea or product derived from an existing source

1. **ALL OF THE FOLLOWING ARE CONSIDERED PLAGIARISM:**
   * Turning in someone else's work as your own
   * Copying words or ideas from someone else without giving credit
   * Failing to put a quotation in quotation marks
   * Giving incorrect information about the source of a quotation
   * Changing words but copying the sentence structure of a source without giving credit
   * Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.
2. **AVOID PLAGIARISM:**

Plagiarism is a serious issue, and it will absolutely not be tolerated. Assignments must be completed individually, without collaboration with other people and/or outside reading sources (including the internet). Plagiarized work will earn a zero as well as disciplinary consequences.

**Most cases of plagiarism can be avoided by citing sources. On page # 14 of this packet, you can find a sample and correct format for your written responses. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism.**