

Dear AP Language Student,

Welcome to AP Language and Composition! AP Lang is designed to provide you with a wide variety of thinking and writing challenges. The following summer reading assignment will help prepare you for these challenges.

Follow these steps carefully:

Step One:

1. Read *The Adventures of Huckleberry Finn*, by Mark Twain.

Step Two:

2. Read ONE of the following: *The Grapes of Wrath* by John Steinbeck *The Scarlet Letter* by Nathaniel Hawthorne, *1984* by George Orwell, *The Bean Trees* by Barbara Kingsolver, *The Tortilla Curtain* by T. C. Boyle, or *Slaughterhouse-Five* by Kurt Vonnegut.
3. Annotate throughout the novels by marking directly on the pages. Take notes regarding plot development, character analysis, and thematic revelations. Also note authors' style, paying special attention to the following devices: Allusion, Diction, Imagery, Irony, Metaphor, Simile, Symbolism, Syntax, and Tone.
4. Make connections between current events and themes in the novels. Here's how: find editorials or opinions pieces in credible news sources- local, national, or international. Some places to start would be The Denver Post, New York Times, BBC, Reuters, Associated Press, and NPR. Make sure your selections are argumentative and not objective news stories. Select **FIVE** arguments that correlate to the themes or events that you are finding in the novels. The dates must be spread out. In other words, do not read all **FIVE** the week before you return to school. (Two of the articles must pertain to *Huck Finn* and two from your novel of choice; the third article can support either title.) **Print the articles OUT!**
5. Complete the following for each of the argumentative news sources and **print for the first day of class as well:**
 - Author. "Title of Editorial." Newspaper Name. Date: page number. Type (Print or Web).
 - Claim from the author (list)
 - SOAPSTone (See description on back)
 - Your response



Here is an example on the topic of political protests.

- The Denver Post Editorial Board. "Protests outside of politicians' homes are clearly unacceptable." The Denver Post. 8 January 2018: NP. Web.
- Claim: Targeting officials at their homes is antithetical to any hope of sending and keeping thoughtful, decent people to represent us in our government.
- SUBJECT: Political Protests
- OCCASION: Harassment of U.S.Senator Cory Gardner
- AUDIENCE: Colorado voters, Political Activists
- SPEAKER: Board members who are Colorado residents, aware of the political climate of the community.
- TONE: reasonable and fair. It has a sincere, caring approach. The reflective nature blends logic and emotion.
- MY RESPONSE: I agree that protesting is a right under the First Amendment, but there are standards of decency which must be followed to protect our elected officials.

This assignment will be collected on the first day of school.

Enjoy your summer and the knowledge you will gain!

Sincerely,
Amanda Hurley, Charise Moore, and Meg Stahley
AP English Language and Composition Teachers

What is a SOAPStone?

Soapstone (Speaker, Occasion, Audience, Purpose, Subject, Tone) is an acronym for a series of questions that students must first ask themselves, and then answer, as they begin to analyze texts and/or plan for their own writing assignments. SOAPStone provides a concrete strategy to help students identify and understand the main components of writing, including their own writing.

Who is the Speaker?

The voice that conveys the argument. What is the personality/character/credibility of the speaker that will influence the overall meaning of the text. Think about: What assumption can you make about the speaker? (e.g. age, gender, emotional state, etc. What is the speaker's point of view?

What is the Occasion?

The context and circumstances of the piece that prompted the writing. Writing does not occur in a vacuum. All writers are influenced by the larger occasion: an environment of ideas, attitudes, and emotion that swirl around a broad issue. What event or situation that catches the writer's attention and triggers a response? What is the rhetorical occasion of the text (a description, an observation, an argument, a critique?) Think about: What is the setting? What is the intended emotional effect? What else was going on in the world when the author was writing?

Who is the Audience?

The group of readers to whom this piece is directed. Successful writers must determine who the audience is that they intend to address. It may be one person or a specific group. Think about: Who does the author want to be affected by the text?

What is the Purpose?

The reason behind the text. Writers need to clearly consider the purpose of their text in order to develop the thesis or the argument and its logic. Writers should ask themselves: "What do I want my audience to think or do as a result of reading my text?" What is the writer's message and how does he convey it?

What is the Subject?

Students should be able to state the subject in a few words or phrases. This step helps them to focus on the intended task throughout the writing process. Subject, or topics, are then developed into full ideas, and arguments.

What is the Tone?

The attitude of the author toward his/her subject. The spoken word can convey the speaker's attitude and thus help to impart meaning through tone of voice. With the written word, tone is created by conscious choices in diction, syntax, figurative language, imagery and selection of details to extend meaning beyond the literal. The ability to engage tone is one of the best indicators of a sophisticated writer. Think about: Diction – is the writing tight and efficient (economical) or elaborate and long-winded (expansive)? Tone – What is the speaker's attitude about the subject? About the audience? Does the speaker seem sarcastic, aggressive, wistful, pessimistic, hopeful, bitter, reflective, skeptical, etc.?