

AP English Language Summer Assignment 2019/20

(Part of Quarter 1 Grade)



Congratulations! You have accepted the challenge of taking the AP English Language and Composition course in the fall. The course is organized into nine units which are all designed to support your growth as critical readers and effective writers.

It is our hope that you thoroughly enjoy your well-deserved vacation. Pursue your interests and passions, relax, reflect, spend time with friends and family, maybe even “veg” out on Netflix a bit! We are excited about continuing to develop this growing course at Wilson, and are looking forward to 2019/20 with much anticipation!

Wilson AP Language Teachers

PS: Should you have questions about the course or assignment, please email: jsuehiro@pps.net. Queries will be checked on a periodic basis this summer, so you may not receive a response right away.

READ TWO BOOKS/KEEP CURRENT WITH VOCABULARY AND GRAMMAR

1. Reading and Notetaking

We are asking you to **READ TWO AWARD-WINNING/RECOMMENDED* full-length nonfiction books**. For each book, create a double-sided journal, or dialogue journal - **WRITE 20 DJ entries FOR EACH BOOK** adding up to a **TOTAL of 40 entries** NOT 40 ENTRIES for each separate book! . **See “Dialogue/Double Entry Journal Instructions”**

*If you are also enrolled in AP Seminar, you may use *Think Like a Freak* by Stephen Dubner and Steven Levitt as one of the two books. The DJ entries will count for both AP Language and AP Seminar.

2. Daily/Weekly Vocabulary and Grammar (Honor System)

Free Rice at <https://beta.freerice.com> is an online quiz platform. You can work through five different levels of vocabulary and/or grammar. Play for 25 minutes a week. You may choose the level at which you start. The game will adjust from there. For each correct answer, earn 10 grains of rice for the United Nations World Food Programme!

3. Optional Additional Reading and Study: Participate in the Multnomah County Library Summer Reading program, the same summer assignment for general English classes at Wilson. (See last page of this document)

Dialogue/Double Entry Journal Instructions

Do this assignment in a COLLEGE RULED composition book - Begin on PAGE THREE 3 of the composition book to save room for a TABLE OF CONTENTS. This will be our NOTEBOOK for the year. *If you are challenged by writing these by hand, you may type them, and we will figure out how to attach them into your composition book later.*

What is a double-entry journal?

In double-entry journals, facts are written in the left-hand column and interpretations or reactions on the right. (See section on format below)

The Role of the Journal for the Summer Assignment and in Class

Your double-entry journal will include responses to your summer readings. During the school year, you will also take notes during lectures/class discussions and in response to readings. Ideas in your notes will help to prompt class discussions, as well as help you further process these discussions, serving as resources for essays.

Why use a double-entry journal?

Goals:

- To help students prepare for essays and for contributing thoughtfully to class discussions (both small-group and whole-class)
- To teach students to become critical thinkers
- To enhance close reading skills
- To help students distinguish between facts (quotations, summaries, paraphrases) and applications, personal responses, and analyses
- To show that making meaning is a process. Ideas can evolve and change as students interact with information and reflect on it
- To help students become active/reflective learners who construct knowledge (rather than passively absorb it), making it their own, and to create the foundation for student-centered learning. The journal provides a way for students to engage with texts and to begin class discussion with what they feel is relevant. See “Advantages” below.

Advantages:

1. Active engagement on the part of the student
2. Students question and construct meanings; students make relevant connections
3. Improves the student’s ability to think vs. simply reproducing what the instructor wants to hear

Double-Entry Journal Format

-In double-entry journals, facts are written on the left and interpretations or reactions on the right.

-In the left-hand (fact) column, you may include quotations, summaries, or paraphrases.

-In the right-hand (interpretation and reaction) column, you may analyze or personally respond.

- (Fiction): What do I predict will happen? Give support from the text.
- How does this tie in with my experience, previous readings, class discussions, expectations?
- What do I not understand? What questions do I have?
- Do I agree/disagree with the author? Why?
- What impressed me/annoyed me about the reading?
- What do I notice about the author’s techniques—how does he or she emphasize a point or evoke a reaction? (Consider mood, tone, foreshadowing, irony, figurative language devices, sound devices, and other literary devices. Figurative language devices include simile, metaphor, personification, hyperbole, synecdoche, metonymy. Sound devices include rhyme, alliteration, assonance, consonance, euphony, cacophony.)
- How does this new information fit with my beliefs, my philosophy, prior knowledge?
- Where have my ideas been challenged, changed, confirmed?

Reflections should be more than just "I like this idea," or "I've never met a person who could live up to this." Comments should reflect thoughtful views on the implications of what the author is saying. The why should be explored rather than the what. **Be sure to label your entries with page numbers and/or chapter numbers and titles.**

Sample Double Entry Journal Responses

<i>Facts: Quotes, summaries, paraphrases</i>	<i>Responses and Interpretation</i>
<p><i>"My race groaned. It was our people falling. It was another lynching, yet another Black man hanging on a tree" (Angelou 135).</i></p>	<p><i>The people in the store think Joe Louis is losing the fight. (Weak - Does Not Meet the Standard)</i></p> <p><i>The people in the store are filled with anxiety and expectation as they watch the fight. When Joe Louis appears to be losing, they feel that symbolically they are all losing. Their hope and dreams for freedom and respect are fighting in that ring. (Medium-Meets the Standard)</i></p>
<p><i>Frederick Douglass describes his experience of learning to read and write as one that causes him great "anguish." He describes this suffering as causing him to "writhe" under a "curse" (132).</i></p>	<p><i>Douglass suggests that his own education comes at a huge mental cost. The weight of learning to read and write is not difficult because of the concepts but because of the burden it puts on him. He knows the full extent of slavery. This language is the opposite how we expect Douglass to see his education. (Strong-Exceeds the Standard)</i></p>

Links to Nonfiction Book Choice Ideas: (Also see Wilson Library Webpage)

https://multcolib.bibliocommons.com/list/share/209213633_librarybarbara/421825527_multcolib_hillsdale_picks_engaging_nonfiction_for_high_school_students

<https://www.goodreads.com/choiceawards/best-nonfiction-books-2018>

<https://www.goodreads.com/shelf/show/teen-nonfiction>

https://www.washingtonpost.com/entertainment/books/50-notable-works-of-nonfiction-in-2018/2018/11/13/0cbde49c-d3ce-11e8-83d6-291fcead2ab1_story.html?utm_term=.679724429126

Please note: It is up to students and parents to choose books responsibly. Choices from notable nonfiction book lists MAY still need to be vetted by parents and guardians. Carefully consider the subject matter of the book and read reviews in major publications if you have concerns.



Wilson High School Summer Reading

This year, we would like you to participate in the Multnomah County Library Summer Reading Program. It is our hope that you thoroughly enjoy your well-deserved vacation. Pursue your own interests and passions, while taking some time to read what you want to read.

The Wilson High School Library will have a summer reading party for all students who complete the Multnomah County Library Card Summer Reading program. We will have a treat during tutor time and you will be entered into a drawing for a gift card. This is in addition to all of the incredible prizes offered through Multnomah County Library!

To be entered into the drawing at the Wilson High School Library Summer Reading Party:

- Post a “shelfie” of yourself with a book you read in any Multnomah County Library Branch to Instagram. Tag @wilson.hs.lib and Multnomah County Library
- Come to the summer reading party wearing your summer reading t-shirt
- Take a picture of your completed game board or a screenshot of your completed online game and bring it to the summer reading party

How to play (Teens entering grades 9-12)

Explore a universe of stories and a galaxy of fun at your library! Read for fun and prizes this summer. It all kicks off June 14. High school teens can play online or on paper.

1. *Sign up online starting June 14 and track your reading on the mobile site or come in to any Multnomah County library to get a gameboard (it’s free).*
2. *If you play online, enter every day you read about an hour. On the gameboard, mark a space every time you read for an hour or do any of the challenge activities*
3. *If you play online, the site will let you know when you earn your prizes. When you’ve filled your first card, you can bring it to the library and choose a coupon or entry in a drawing on or after June 28. Do the same with card 2 (prizes available starting July 13) and card 3 (prizes available starting July 28).*
4. *When you have filled all three cards, you’ve completed the challenge! You’ll get a prize, a T-shirt (while supplies last), coupons for Oaks Park, Oregon Ballet Theatre, Oregon Symphony and Oregon Children’s Theatre, and an entry in the Grand Prize drawing! Claim your prizes by August 31, 2019.*

Adapted from Multnomah County Library. More details available at:

<https://multcolib.org/summer-reading>

PLEASE NOTE: If you are enrolled in AP Language or AP Literature for the upcoming 2018/19 school year, the Multco Library assignment is #3 OPTIONAL. YOUR AP ENGLISH COURSE ASSIGNMENT was passed out by your 2018/19 English teacher in class, AND it is available on the Wilson website.