



First, let me start by saying that I am SO EXCITED that you're signing up for AP Language. Be aware that this is a college-level English course and that it is rigorous. Remember that you signed up for this course. It will be challenging, it will be rewarding, and it will be awesome. And guess what? It starts now. Here's your summer assignment, darlings.

Your first assignments will be due on August 5th, the first day of school. Please understand that you will be tested on these assignments. A surface-level SparkNotes reading will not help you. In order to succeed in this class, you must read deeply and remain engaged with the text throughout.

You will need to acquire a total of 2 books. You can find cheap copies on Amazon or Half.com, but please remember that you should not wait until July to order them. If you want to use Kindle or eBooks versions, have at it. ☺ You may also check these out from the library. If you have trouble procuring a book, contact me immediately so I can help you.

Your required summer reading book is:

- ***Born a Crime*, Trevor Noah**

For the second book, you will choose ONE from the following list:

- ***The Glass Castle*, by Jeannette Walls**
- ***The Martian*, Andy Weir**
- ***Wild*, Cheryl Strayed**
- ***Neurotribes*, Steve Silberman**
- ***Fast Food Nation*, Eric Schlosser**
- ***Hillbilly Elegy*, J.D. Vance**
- ***Early Bird*, Rodney Rothman**
- ***The Underground Railroad*, Colson Whitehead**
- ***The Beautiful Struggle*, Ta-Nehisi Coates**

- *A Prayer for Owen Meany*, John Irving
- *Columbine*, Dave Cullen

Your assignments:

- Create a literary double-entry response journal for *Born a Crime*. (See details on assignment page)
- Create an infographic for the second book you've chosen. (See details on assignment page)

Notes:

If you are unable to purchase copies of the books for legitimate reasons, please contact me immediately via email at kerry.crain@sccpss.com or english.crain@gmail.com . Do not wait until the last minute, because your assignments are due the day we come back from summer break.

Do not fall into the trap of thinking you can muddle your way through it based on the internet (or *cough!* by watching the movie). Your assignments require you to understand and analyze the inner workings of the texts and authors' assertions, by reading deeply and extracting meaning. Please review the attached assignment sheets carefully. Ready?

Assignment #1: *Born a Crime* Double-Entry Response Journal

Step 1: Obtain a copy of *Born a Crime* from any bookstore or online retailer or library (or student who took this class last year).

Step 2: As you read *Born a Crime*, complete a response journal that includes a minimum of 25 entries. Your journal must include entries for the following (the template for this double-entry response journal is at the end of this summer reading packet):

- Characterization:
 - One entry per main character
 - Discuss the character's appearance, personality, and importance to the overall plot.
- Symbols:
 - Choose two recurring symbols and explain what they represent.
- Examples of Figurative Language (metaphor, simile, personification, etc.)
 - Post five examples of figurative language.
 - You can mix and match your elements, but do not just post the example; explain why you chose to highlight that particular example.

Step 3: Turn this in on the first day of class. It can be either handwritten or typed.

Assignment #2: Infographic Assignment

Step 1: Obtain a copy of your second book from any bookstore or online retailer.

Step 2: Read and annotate the book. (Clearly.)

Step 3: Create an infographic about the book that explores some of the major themes, details, protagonist's problems and solutions, and other evidence from this book. By searching "infographic tools" you will find a bunch of different online tools to create your infographic.

Step 4: Email me the link or print out your infographic and turn it in. This will be worth a major assessment grade.

As always, if you have any problems or questions before the first day of school, do not hesitate to contact me via kerry.crain@sccpss.com or english.crain@gmail.com . I will be checking that email address all summer and will be available to help answer any questions or problems you have as you work on the project.

Concluding remarks:

When you come to AP Language, you should have the following in your possession:

- 1) Your double-entry journal for *Born a Crime* and your infographic (either as a link or printed).
- 2) A 3" (minimum) 3-ring binder to hold your AP Language coursepack. This will stay in the classroom most of the time.
- 3) 10 dividers to divide up the sections of your coursepack. If you want to go ahead and label them, the sections are, in order: Reference, Writer's Workshop, Rhetoric, Rhetorical Analysis, Synthesis, Argument, Multiple Choice, AP Readings, American Literature, and GMAS.

Remember that you can always reach me at kerry.crain@sccpss.com or english.crain@gmail.com if you have any questions or concerns over the summer.

Never wait till the last minute to tell me you are having trouble with an assignment. All things can be fixed if we discuss, collaborate, and compromise.

Remember that you have chosen to take AP Language. You will be expected to read and write outside of class. You will be held to high expectations of both behavior and study. Your reward for all your hard work and dedication will not just be measured in terms of test scores and your AP Exam, but in great gains in critical thinking, self-discipline, and a truly meaningful experience with writing. And if you really play your cards right and throw yourself into the assignments for this course, writing those millions of papers in college will be a breeze.

Let's be honest. You may not love everything we read or write in AP Lang. You might hate some of it with your whole heart and soul. And yet, if you give me the opportunity to teach and give yourself the opportunity to learn, you will love what you can do with it.

I can't wait to have you in my class for AP Language. You're going to push yourself and learn to write awesome essays in 40 minutes. You'll learn how to win an argument and how not to get tricked by other people's bad arguments. You'll read and write and laugh and learn and be way smarter (hopefully) when you leave this class than you were when you entered it.

Enjoy your summer! Now go read that book while you sit on the beach. ☺

Ms. Crain

RUBRIC FOR INFOGRAPHIC

COMPONENTS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS MORE WORK
TOPIC	The topic of the infographic is specific in nature and is intended to inform or convince the viewer.	The topic of the infographic may be a bit too broad to allow the viewer to understand the main points.	The topic of the infographic is hard to ascertain and needs to be made more specific.
TYPE	The type of infographic chosen (i.e. timeline, informational, etc.) highly supports the content being presented.	The type of infographic chosen represents the content being chosen but another type may lead to more clarity for the viewer.	The type of infographic chosen does not convey the information well or support the content being presented.
OBJECTS	The objects included in the infographic are repeated to support various data points and to make it easier for the viewer to understand the infographic.	Some objects included in the infographic are repeated but the infographic did not seem to include enough repeated elements to make it understandable.	Too many different types of objects are used in the infographic and that makes it hard for the viewer to understand the content.
DATA VISUALIZATIONS	The data visualization formats chosen make the data presented easy for the viewer to understand the information.	The data visualization formats chosen showcase the data, but some may make it difficult for the viewer to understand the points.	Other data visualization formats should be chosen to best showcase the data presentation for the viewer.
FONTS	The infographic includes an appropriate font to both complement the content and make the text readable.	The infographic includes multiple fonts and/or the fonts do not seem related to the infographics topic.	The font(s) used in the infographic make the text almost unreadable.

COMPONENTS	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS MORE WORK
COLORS	The color choices enhance the visibility of the infographic. Different saturations of the same color are used wisely.	The color choices are fine, but too many colors may have been used.	The color choices for the infographic are not visually pleasing and detract from the infographic.
LAYOUT	The layout of the infographic adheres to the inverted pyramid style - main point on top, secondary point next, and supporting details at the bottom.	The layout of the infographic includes all three components - main point, secondary point, and supporting details - but is not organized in the inverted pyramid style.	The infographic is lacking one or two of the components of good infographic design - main point, secondary point, or supporting details.
INFORMATION ORGANIZATION	The infographic utilizes one of the LATCH (location, alphabetical, timeline, category, or hierarchy) information organization formats to allow the viewer to understand the information in the infographic.	The infographic utilizes some components of the LATCH (location, alphabetical, timeline, category, or hierarchy) information organization formats, but the cohesiveness of the information presentation is lacking.	No information organization choice (location, alphabetical, timeline, category, or hierarchy) is present in the infographic.
CITATIONS	Full bibliographic citations for all sources used are included.	The URL of sources used are included.	No citations to sources used are included.

MORE INFORMATION ABOUT INFOGRAPHICS IN THE CLASSROOM MAY BE FOUND AT [HTTP://LINKYY.COM/INFOGRAPHICS](http://LINKYY.COM/INFOGRAPHICS)

APA citation: Schrock, Kathleen. (2012). Infographic rubric. Retrieved from: http://kathyschrock.net/pdf/Schrock_infographic_rubric.pdf
 MLA citation: Schrock, Kathleen. *Infographic rubric*. Kathleen Schrock, 2012. Access date here. <http://kathyschrock.net/pdf/Schrock_infographic_rubric.pdf>.

DOUBLE-ENTRY RESPONSE JOURNAL TEMPLATE

FROM THE TEXT	ANALYSIS/COMMENTARY
<p>On the left-hand column, write specific quotes WORD FOR WORD from the book. These selections of evidence from the text can include:</p> <ul style="list-style-type: none"> ● Any quote you find interesting or have an insight about ● An example of figurative language (metaphor, simile, personification, hyperbole, etc.) ● An example of satire ● An interesting or new word within the sentence in which it appears ● A quote that touches on one of the universal themes within the text <p>Number each entry. In parenthesis after each entry, write the page number where you found the quote.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. From the NOTICE: "Persons attempting to find a motive in this narrative will be prosecuted; persons attempting to find a moral in it will be banished; persons attempting to find a plot in it will be shot." (p. 9) 2. When Mrs. Watson doesn't allow Huck to smoke, he says, "And she took snuff, too; of course that was all right, because she done it herself." (p. 12) 	<p>On the right-hand column, write:</p> <ul style="list-style-type: none"> • A response to or a reflection on what you wrote in the left-hand column • The definition of the word you didn't know • A comment on how the use of figurative language enhances the text • A comment on what the author is satirizing and what he's criticizing • A comment on one of universal themes in the book • A question to bring up in class about something you might not understand • A personal response to a specific selection of text <ol style="list-style-type: none"> 1. Is Mark Twain trying to use reverse psychology here to make us look for motive, moral, and plot? 2. Mrs. Watson is so religious so pious, but it seems like she is a bit of a hypocrite. How will Huck ever want to follow in her footsteps when he's witness to her hypocrisy?