



## Hingham Public Schools Summer Reading AP English Language & Composition (11th grade) Summer 2024

(Note: Students in 11th grade American Literature have a separate list.)

**Directions:** Please obtain (*be sure to extend your library rental through September 08*) the two required reading selections in advance of the first day of class. We will have multiple assessments pertaining to these readings.

**Required Text for Grade 11 AP Language. There will be an assessment on *The Wall* during the first week of school. Any notes that you take on this book are completely optional. There is no written assignment for this book during the summer months.**

Author	Title	Synopsis
Lanchester	<i>The Wall</i>	Ravaged by the Change, an island nation in a time very like our own has built the Wall—an enormous concrete barrier around its entire coastline. Joseph Kavanagh, a new Defender, has one task: to protect his section of the Wall from the Others, the desperate souls who are trapped amid the rising seas outside and are a constant threat. Failure will result in death or a fate perhaps worse: being put to sea and made an Other himself. Beset by cold, loneliness, and fear, Kavanagh tries to fulfill his duties to his demanding Captain and Sergeant, even as he grows closer to his fellow Defenders. A dark part of him wonders whether it would be interesting if something did happen if they came if he had to fight for his life. <b>From Goodreads</b>

**Select ONE additional book from the list below. You must complete a REQUIRED Reading Journal for this book selection and submit on or before August 25, 2024. Please see below for instructions on how to complete the assignment on Google Classroom only.**

Author	Title	Synopsis
Anzaldua	<i>Borderlands/La Frontera: The New Mestiza</i>	Rooted in Gloria Anzaldúa's experience as a Chicana, a lesbian, an activist, and a writer, the essays and poems in this volume profoundly challenge how we think about identity. <i>Borderlands/La Frontera</i> remaps our understanding of what a "border" is, presenting it as a psychic, social, and cultural terrain that we inhabit, and that inhabits all of us. <b>Amazon.com Review</b>
Bronski	<i>A Queer History Of The United States: For Young People: Student Edition</i>	Queer history didn't start with Stonewall. This book explores how LGBTQ people have always been a part of our national identity, contributing to the country and culture for over 400 years. Through engrossing narratives, letters, drawings, poems, and more, the book encourages young readers, of all identities, to feel pride at the accomplishments of the LGBTQ people who came before them and to use history as a guide to the future. <b>Amazon.com Review</b>
Brown	<i>I'm Still Here: Black Dignity In A World Made For Whiteness</i>	Austin Channing Brown's first encounter with a racialized America came at age 7, when she discovered her parents named her Austin to deceive future employers into thinking she was a white man. Growing up in majority-white schools, organizations, and churches, Austin writes, "I had to learn what it means to love blackness," a journey that led to a lifetime spent navigating America's racial divide as a writer, speaker and expert who helps organizations practice genuine inclusion. <b>From Goodreads</b>
Campbell	<i>Women in White Coats</i>	With gripping storytelling based on extensive research and access to archival documents, <i>Women in White Coats</i> tells the courageous history of three women becoming doctors, detailing the boundaries they broke of gender and science to reshape how we receive medical care today. <b>From Goodreads</b>
Grann	<i>The Wager</i>	A page-turning story of shipwreck, survival, and savagery, culminating in a court martial that reveals a shocking truth, Grann reveals the deeper meaning of the events on the <i>Wager</i> , showing that it was not only the captain and crew who ended up on trial, but the very idea of empire. <b>From Goodreads</b>

Hayes	<i>The Tao of Raven: An Alaska Native Memoir</i>	In her first book, <i>Blonde Indian</i> , Ernestine Hayes powerfully recounted the story of returning to Juneau and to her Tlingit home after many years of wandering. The Tao of Raven takes up the next and, in some ways, less explored question: once the exile returns, then what? <b>Amazon.com Review</b>
Hong	<i>Minor Feelings</i>	Poet and essayist Cathy Park Hong fearlessly and provocatively blends memoir, cultural criticism, and history to expose fresh truths about racialized consciousness in America. Part memoir and part cultural criticism, this collection is vulnerable, humorous, and provocative—and its relentless and riveting pursuit of vital questions around family and friendship, art and politics, identity and individuality, will change the way you think about our world. <b>Amazon.com Review</b>
Kidder	<i>Rough Sleepers</i>	In <i>Rough Sleepers</i> , Tracy Kidder shows how one person can make a difference, as he tells the story of Dr. Jim O’Connell, a man who invented ways to create a community of care for a city’s unhoused population, including those who sleep on the streets—the “rough sleepers.” <b>Goodreads.</b>
Momaday	<i>The Way to Rainy Mountain</i>	Mr. Momaday retells the Kiowa myths that he learned from his grandmother, speculates on the actual history they may symbolize, and describes, with nostalgia, the Indian life he knew as a child. <b>Atlantic Monthly Review on Amazon.com Review</b>
Roach	<i>Stiff: The Curious Lives of Human Cadavers</i>	<i>Stiff</i> is an oddly compelling, often hilarious exploration of the strange lives of our bodies postmortem. For two thousand years, cadavers—some willingly, some unwittingly—have been involved in science’s boldest strides and weirdest undertakings. In this fascinating account, Mary Roach visits the good deeds of cadavers over the centuries and tells the engrossing story of our bodies when we are no longer with them. <b>Amazon.com Review</b>
Rodriguez	<i>Brown: The Last Discovery of America</i>	In his dazzling new memoir, Richard Rodriguez reflects on the color brown and the meaning of Hispanics to the life of America today. Rodriguez argues that America has been brown since its inception—since the moment the African and the European met within the Indian eye. But more than simply a book about race, <i>Brown</i> is about America in the broadest sense—a look at what our country is, full of surprising observations by a writer who is a marvelous stylist as well as a trenchant observer and thinker. <b>Amazon.com Review</b>
Ripley	<i>The Smartest Kids In The World and How They Got That Way</i>	This well-considered, fact-based book by Ripley examines the factors contributing to the United States’ poor global educational performance. A great deal is conveyed about the American educational system by comparing it to that of other countries, particularly South Korea, Finland, and Poland. <b>From Library Journal</b>
Smith	<i>How The Word Is Passed</i>	Beginning in his hometown of New Orleans, Clint Smith leads the reader on an unforgettable tour of monuments and landmarks—those that are honest about the past and those that are not—that offer an intergenerational story of how slavery has been central in shaping our nation’s collective history, and ourselves. <b>Amazon.com Review</b>
Tan	<i>Saving Fish From Drowning</i>	Drawing from the current political reality in Burma, Amy Tan’s novel poses questions about how we can discern what is real from what is fiction and how we can know what to believe. Her provocative tale explores the mind and the heart of the individual, the actions we choose, the moral questions we might ask ourselves, and the deeply personal answers we seek when happy endings are seemingly impossible. <b>Amazon.com Review</b>
Taussig	<i>Sitting Pretty: The View From My Ordinary Disabled Body</i>	Writing about the rhythms and textures of what it means to live in a body that doesn’t fit, Taussig reflects on everything from the complications of kindness and charity, living both independently and dependently, experiencing intimacy, and how the pervasiveness of ableism in our everyday media directly translates to everyday life. <b>Amazon.com Review</b>
Vowell	<i>The Wordy Shipmates</i>	To this day, America views itself as a Puritan nation, but Sarah Vowell investigates what that means—and what it should mean. What she discovers is something far different from what their uptight shoe buckles-and-corn reputation might suggest—a highly literate, deeply principled, and surprisingly feisty people, whose story is filled with pamphlet feuds, witty courtroom dramas, and bloody vengeance. <b>Amazon.com Review</b>

**AP ENGLISH LANGUAGE & COMPOSITION - Ms. Jope**  
**Summer Reading Assignment 2024**

Dear Student,

If you are reading this letter, you have accepted the exciting challenge of taking the AP English Language and Composition course in the Fall of 2024. The AP English Language and Composition course engages students in becoming skilled readers of prose written in a variety of contexts, and in becoming skilled writers who compose for a variety of persuasive purposes. Since this course focuses primarily on works of nonfiction, this summer reading assignment is designed to support your growth as critical readers and effective writers when actively reading fiction and nonfiction.

To best prepare for our work in the coming year, **you will read TWO different works this summer**: both fiction and non-fiction. **Please read *The Wall* by John Lanchester AND one additional title from the AP English Language summer reading list.** Please note: AP Language & Composition and 11th grade English have different lists. Make sure you are choosing from the AP LANG list only.

You are expected to read and reflect on these works of non-fiction independently. Please do NOT use secondary sources to provide you with analysis or interpretation (e.g. Sparknotes, CliffsNotes, etc.). All work you submit in this course must be your original work and completed on the template posted on Google Classroom. **Any use of Artificial Intelligence (AI) or generative technology is expressly prohibited.** You are expected to complete and **submit the Reading Journal assignment on or before August 25, 2024, for your book of choice** only; you will be completing an **in-class assessment for *The Wall* in the first weeks of school.** You may find that taking notes on Post-Its for *The Wall* is helpful, but it is not a requirement. Please refer to the template below for your required summer writing assignment on your book of choice:

**Please submit the Reading Journal assignment to BOTH Google Classroom AND Turnitin.com ON or BEFORE August 25, 2024:**

- **Please enroll in our Google Classroom with this code: scepjiy**
- **Here is the turnitin.com registration info for our course:**

**Class ID number: 43596168    Password (case sensitive): jope**

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**Due on turnitin.com and Google Classroom ON OR BEFORE August 25, 2024.**  
**Late work will be marked down by 10% per day.**

If you have questions, you may email me at [jjope@hinghamschools.org](mailto:jjope@hinghamschools.org) **before the end of this school year.** Please be aware that I do not check work email during the summer months. You are encouraged to ask any questions about this assignment **before** school gets out in June.

**PLEASE NOTE: YOU MUST COMPLETE THIS ASSIGNMENT ON THE TEMPLATE PROVIDED ON GOOGLE CLASSROOM ONLY. PRINTED/HAND-WRITTEN WORK WILL NOT BE ACCEPTED.**

**AP Language & Composition Reading Journal**

**ALL CONTENT** must be **YOUR ORIGINAL WORK**. Submit this assignment to turnitin.com AND Google Classroom.

<p><b><u>Title, Author, Year of Publication</u></b></p>	
<p>Provide a 5-8 sentence analytical review of your chosen reading selection. You may choose to use direct quotes in this section, but they are not required for this prompt.</p>	
<p>Oftentimes, non-fiction writers aim to address a variety of issues in their works. Select one core <i>purpose</i> of the reading selection and analyze the <i>writer's stylistic choices</i> in developing that purpose.</p> <p>**Please support your response with reference to specific passages <b>and</b> direct quotes.</p>	
<p>How does your author work with different types of <i>evidence</i> to support a central <i>claim</i> (message) in the reading?</p> <p>**Please support your response with reference to specific passages <b>and</b> direct quotes.</p>	
<p>How does your author use <i>language</i> in a manner that reflects his/her/their awareness of the audience?</p> <p>**Please support your response with reference to specific passages <b>and</b> direct quotes.</p>	
<p>What aspect of the reading struck you as most important—or profound, amusing, illuminating, disturbing, ...? What was memorable? Why?</p> <p>**Please support your response with reference to specific passages <b>and</b> direct quotes.</p>	
<p>How has the author's <i>writing style, position on a subject, or context knowledge</i> broadened your perspective on a challenge topic or issue—personal or societal? Has it introduced you to a culture in another country or an ethnic or regional culture in your own country?</p> <p>**Please support your response with reference to specific passages <b>and</b> direct quotes.</p>	
<p>How has the author generated <i>questions or implications</i> for the future? Are there long-term or short-term consequences to the issues raised in the book? Are they positive or negative? Affirming or provoking?</p> <p>**Please support your response with reference to specific passages <b>and</b> direct quotes.</p>	

## Rubric for Reading Journal

### **Profound Critical Reader (detailed, elaborate responses)—90-100:**

A rare, profound critical reading skill is evident.  
Your quotes are relevant, important, thought-provoking, and representative of the themes of the work.  
You can “read between the lines” of the text (inference).  
You consider the meaning of the text in a universal sense through the synthesis of perspective or detail.  
You create new meaning through connections with your own experiences or other texts.  
You carry on a sophisticated dialogue with the writer.  
You question, agree, disagree, appreciate, and object in rare, collegiate-level ways.  
Sentences are grammatically correct with correct spelling and punctuation.

### **Connected Reader (detailed responses)—80-89:**

An elevated critical reading is evident.  
You include an adequate number of appropriate level entries.  
Your quotes are relevant and connect to the themes of the novel.  
Entries exhibit insight and thoughtful analysis.  
You construct a thoughtful interpretation of the text.  
You show some ability to make meaning of what you read.  
You create some new meaning through connections with your own experiences and the text.  
You explain the general significance.  
You raise interesting questions.  
You explain why you agree or disagree with the text.

### **Thoughtful Reader (somewhat detailed responses)—70-79:**

You include a sufficient number of entries.  
Sentences are mostly correct with only a few careless spelling and grammatical errors.  
You selected quotes that may be interesting to you, but that don’t necessarily connect to the themes of the text.  
Entries exhibit insight and thoughtful analysis at times.  
You make connections but explain with little detail.  
You rarely make new meaning from the reading.  
You ask some relevant questions about the text. You may agree or disagree and generally support your views.

### **Literal Reader (simple, factual responses)—60-69:**

You include too few entries.  
Entries exhibit limited insight or none at all.  
You accept the text literally.  
You are reluctant to create meaning from the text.  
You make a few connections that lack detail.  
You are sometimes confused by unclear or difficult sections of the text.

### **Limited Reader (perfunctory responses)—below 60:**

You include very few entries.  
Very little effort is evident.  
You find the text confusing but do not attempt to figure it out.  
You create little or no meaning from the text.  
You make an occasional connection to the text, and the ideas lack development.  
Sentences contain numerous grammatical and spelling errors.