

Zoom Link: <https://clayton-k12-ga-us.zoom.us/j/9331935866?pwd=NmlyTEhHUUhNZZJqRXl0RWWhETjVmZz09--if> you need to contact me **text** me at 770-500-2336-and we can meet on zoom-

SECTION I: Please read the following books according to your leisure time this summer and your designated course—remember—we are way behind academically this year due to the pandemic—I do not want to send you off to college without the proper background readings. The titles that are asterisk YOU MUST READ!! The others please try to read them. I do have some copies of my own if you would like to borrow a few of these titles—or most of these titles you can PDF download—

11th Grade: AP Language and Composition

How to Read Literature Like a Professor by Thomas Foster*

50 Essays Introduction (Handout Attached)*

The Scarlet Letter by Nathaniel Hawthorne

Lord of The Flies by William Golding*

As I Lay Dying by William Faulkner

The Jungle by Upton Sinclair*

After reading ***How to Read Literature Like a Professor***-- Please Create a video... re-enact the chapter not a video of you talking-- / power point / google slides / jam board / podcast (interview with ...)—to teach ONE of your assigned chapters—You are **RESPONSIBLE** for **READING THE ENTIRE BOOK** ...and you are **RESPONSIBLE FOR SPEAKING** to the class about **ALL CHAPTERS ASSIGNED**.

This will be your first three grades for the semester—don't begin it with a zero—please—100 points-for your presentation / 100 pts for your demonstration (video/google slide etc. / 50 pts for extras, ie music, transitions, any bells and whistles that you add. **All chapters will also be information you will need to know for your FIRST TEST.**

If your last name begins with:

A-C you have Chapter 8, 20 & 25

J-K you have chapters 14 & 1

P-R you have chapters 11, 13 & 21

D-F you have chapter 4, 6 & 26

L-M you have chapters 2, 9 & 19

S-T you have chapters 1, 3 & 23

G-I you have chapter 7, 18 & 27

N-O you have chapters 12, 22 & 24

U-V you have chapters 16 & 17

X-Z you have chapters 5 & 10

SECTION II:

50 Essays Introduction—What makes a good writer—please read—complete quiz (Attached)

SECTION III:

After reading the Jungle by Upton Sinclair—please complete the attached assignment

PART 1: READ THE JUNGLE by Upton Sinclair

The following assignments are to be completed for the reading of The Jungle by Upton Sinclair—make sure you CITE EVIDENCE from your reading in your responses—remember these are WRITINGS including paragraphs and good use of grammar /punctuation.

Step 1: READ THE BOOK!!!

Step 2: Briefly define / explain the following concepts (3 separate paragraphs): 75 pts

- What is the American Dream?
- What is Socialism?
- What is Maslow's Hierarchy of Needs

Step #3: Conduct a Google Search: Read: The Constitution's First Amendment and Fourteenth Amendment—write a summary of each—and the rights they are said to protect. 100pt

Step 4: Read the information on Elements of Negligence*

Plaintiff is a person who brings a case against another in a court of law.

Defendant: is a person/or persons being sued and must defend him/her/themselves

The Elements of Negligence *READ the following information: The law of negligence requires people to conduct themselves in a manner that conforms to certain standards of conduct. Where a person's actions violate those standards, the law requires the person to compensate anyone who is injured as a result. In some instances, the law of negligence also covers a person's omission to act.

Torts defines negligence as "conduct that falls below the standard established by law for the protection of others against unreasonable risk of harm." Below, you'll find information on how to prove negligence as well as specific duties that may arise.

In a successful negligence suit, the plaintiff must show that each of the following [five elements](#) was present:

- (1) a duty of care owed by the defendant to the plaintiff
- (2) a breach of that duty
- (3) an actual causal connection between the defendant's conduct and the resulting harm
- (4) proximate cause, which relates to whether the harm was foreseeable
- (5) damages resulting from the defendant's conduct.

PART II: 200 pts

Step 6: Keeping in mind 1st and 14th Amendments, the Elements of Negligence, and the three concepts you defined, WRITE an ESSAY (2 pages) where you agree, disagree or justify that the treatment and / or rights of Jurgis and his family OR others in the novel were unconstitutional / negligent. Be sure to be specific about the individual, the circumstance, violation and of the law / amendment pertaining to the violation of right.

GENERAL AP RUBRIC

The rubric translates into the following on an AP Essay 1-6 scale:

| | | | | |
|-----------|-----------|---------|------------|---------|
| 6 = A | 4.5= B/B- | 3= D | A = 90-100 | D= 70 |
| 5.5= A/A- | 4 = C+/C | 2.5 =D- | B = 80-89 | F= 0-69 |
| 5=B+/B | 3.5=C- | 1 =F | C= 71-79 | |

Part A: Thesis

A thesis is an arguable statement about a subject.

The thesis may appear **anywhere** within the essay.

A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully conveys that line of reasoning.

Part B: Evidence AND Commentary

Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the 4th point.

Commentary connects the evidence and reasoning to the thesis.

Students should be careful how they spend their time with the sources. Students should focus on the explanation of the relationships between text (s) evidence and their claims. The rubric is such that students may only earn up to 4 points. Students should have at least 3-4 concrete details (quotes / evidence taken from text) and 2 commentaries (explanations) for each concrete detail.

Part C: Sophistication

Demonstrates sophistication of thought and/or a complex understanding of the argument situation-

- 1. Situating the argument within a broader context, recognizing the implications of the argument.
- 2. Making effective choices that strengthen the force and impact of the student’s argument.
- 3. Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument.

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