

INTRODUCTION:

An enveloping goal of the AP English Language & Composition course is to teach the argument - what it is, how we analyze it, how it is disseminated, how we perceive it, how we craft it, but also how we talk about the differing opinions people have. AP English Language & Composition students should be comfortable reading others' opinions and putting aside bias to listen fully to another, so we can have productive and educational conversations about real issues within our societies.

As a student who has registered for the AP English Language & Composition course, you are required to complete the following assignments by the end of the first marking period for each respective semester. Because this course is writing intensive, you are required to write constructed responses regarding your assignments. I expect you to be responsible about these assignments. You signed up for this course and should expect a more rigorous workload.

- **FALL 2020 STUDENTS:** Assignments will be due by the end of the 1st marking period, tentatively Monday, September 21, 2020.
- **SPRING 2021 STUDENTS:** Assignments are due by the end of the 1st marking period, tentatively Tuesday, February 16, 2021.

Please direct any questions regarding this summer reading assignment via email to Mrs. Sutton at suttonc@pitt.k12.nc.us.

Originality is paramount to this assignment, and your answers should be original to you as an individual student and not resemble other student answers from the class. I will be checking for plagiarism.

PART I: NON-FICTION TEXT

REQUIRED TEXT OPTIONS: Choose ONE of the following texts:

- 1) *A Deadly Wandering: A Tale of Tragedy and Redemption in the Age of Attention*, by Matt Richtel, (416 pages)

a) I have FREE used copies of this text. Email me if you want one. I can deliver.

OR

- 2) *The Things They Carried*, by Tim O'Brien (259 pages)

3) PCS is working to make these texts available FOR FREE through the SORA app. Please be checking your email, as I will send updated information about this.

Option 1: *The Things They Carried* Tasks:

- 1) Read and annotate the text. Need help annotating? [Click here for a guide](#).
 - a) If you do not own your book, you are encouraged to use a notebook or a Google doc for your annotations.

- b) I will be checking your annotations once class begins.
- 2) If you need a quick refresher on the Vietnam War, [click here for this Crash Course video](#).
- a) There are some great documentaries on PBS America (YouTube) if you want more info or are just fascinated by history, as I am. The Ken Burns series is especially gripping.
- 3) Respond to the following questions thoroughly. You can handwrite your responses or type them in a Google doc to share with me.
- a) People are usually profoundly changed by their experiences in war. Choose at least 2 characters from the stories and examine how these characters were changed by their experiences. What conclusions can you draw from these examples about the effects of war on the human spirit/condition? Be sure to use specific textual evidence as support for your claim(s).
 - b) Throughout the stories, O'Brien juxtaposes images of great beauty with images of great horror, the scene of Curt Lemon's death in "How to Tell A True War Story" is one such example. Trace and describe the use of such contrasting images across at least 2 of the stories.
 - c) The men deal with the uncertainty, fear, and death around them in sometimes surprisingly compassionate, amusing, or brutal ways. Choose 2 characters from the stories to examine how these characters respond to their circumstances and the men around them. What conclusion(s) can you draw about humanity through these examples?

Option 2: A Deadly Wandering Tasks:

- 1) Read and annotate the text. Need help annotating? [Click here for a guide](#).
 - a) If you do not own your book, you are encouraged to use a notebook or a Google doc for your annotations.
 - b) I will be checking your annotations once class begins.
- 2) Respond to the following questions thoroughly. You can handwrite your responses or type them in a Google doc that you will share with me.
 - a) Will you change how you used your device based on the information in *A Deadly Wandering*? Why or why not? State your claim explicitly, provide at least 1 reason, and support with appropriate evidence.
 - b) How well do you modulate your device use during school or work? What about during times with friends? Explain with specific evidence.
 - c) What other daily activities are affected by device distraction? Explain how with specific evidence.

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- d) How do you feel when you see people fixed on their devices at school or work or other instances? State your claim explicitly, provide at least 1 reason, and support with appropriate evidence.