

AP Language and Composition and English III – 2009-2010
Ms. B. Alvarez
Summer Reading Assignment

Read *Fast Food Nation* by Eric Schlosser. Then complete the following *two* assignments.

Part I: Passage Analysis

After typing the proper MLA heading (see page 133), record the book's information in the appropriate MLA format as well (see page 147).

Significant Passage:

Select from the book a paragraph or passage – no more than 20 lines – that you feel captures the essence of the book, its major themes, its *argument*. Type this passage as the first item on your paper. Be sure to include the page number from which the passage is taken in parenthesis at the end of the line, inside the period ().

Analysis:

Spend one or two paragraphs explaining the significance of the passage you selected. How does it reveal the essence, the theme of the book? What does it reveal about the American society? What in its language and structure moves a reader to emotion?

In the last paragraph of your analysis, you will briefly but intelligently explore this book's effect on you. Are you a different person now for having read this book? Is your thinking different? Have you learned something? Are you smarter?

I will look for intelligent writings that may not be shorter than 300 words (not including the passage you select). They are to be typed and proofread for errors.

Part II: Objective Questions

Using the Common Objective Stems included, compose and type three (3) objective questions that refer to the same passage you selected. Create the possible answers to the questions, A through E, and provide the correct answer to each question.

1. The speaker's primary purpose in the passage is to...
2. The phrase " " functions primarily as...
3. The attitude of the entire passage (or parts of the passage) is one of...
4. The author uses this (a certain image) for the purpose of...
5. The main rhetorical strategy of the __ paragraph is for the purpose of...
6. The word " " in context (line __) is best interpreted to mean...
7. The reason for the shift in tone is due to...
8. The phrase/word " " (line __) refers to which of the following?
9. In relation to the passage as a whole, the statement in the first sentence presents...
10. In lines __, the speaker employs which of the following rhetorical strategies?
11. Which of the following best summarizes the main topic of the passage?
12. In the sentence beginning " ," the speaker employs all of the following *except*...
13. The style of the passage as a whole is most accurately characterized as...
14. The principal contrast employed by the author in the passage (paragraph) is between ...
15. The primary rhetorical function of lines __ is to...
16. The speaker's reference to " " serves primarily to...
17. The tone of the passage shifts from one of __ to one of __

18. The reader can infer by the description of ___ that one of the following qualities is valued by the speaker. Which?
19. The *antecedent* for “it” in line ___ is...
20. The type of argument employed by the speaker is most similar to which of the following?
21. The speaker describes ___ in an order best described as ___ to ___.
22. The point of view indicated in the phrase “ ___ is that of...”
23. The atmosphere established in the ___ sentence is mainly one of...
24. The function of the three clauses introduced by “that” (lines ___) is to...
25. The sentence “ ___ (lines ___) contains which of the following?
26. Which of the following best describes the function of the third paragraph in relation to the two paragraphs that precede it?
27. The passage is an appeal for a/an...
28. The ___ sentence (lines ___) remains coherent chiefly because of its use of
 - a) Parallel syntactical structure
 - b) Colloquial and idiomatic diction
 - c) A series of prepositional phrases
 - d) Periodic sentence structure
 - e) Retrospective point of view.

English in the year 2009-2010:

For those of you who like to shop for book bargains over the summer, here is the list of novels we will read in English III and AP Language and Composition:

The Awakening, Kate Chopin*
The Great Gatsby, F. Scott Fitzgerald *
The Scarlet Letter, Nathaniel Hawthorne
Their Eyes Were Watching God, Zora Neale Hurston
The Jungle, Upton Sinclair
The Grapes of Wrath, John Steinbeck
The Adventures of Huckleberry Finn, Mark Twain*

*we have ten or more copies in the school library, first come, first served.

Alvarez/English - Annotation

*“Reading furnishes the mind only with materials of knowledge;
it is thinking that makes what we read ours.”*
-- John Locke

Why annotate as you read?

- to stay focused on your readings
- to read on a closer level
- to ensure that you're not only reading but thinking about what's on the page
- to help you find key passages for later use in class discussions, papers, and study guides
- to create a resource not only for use now but during your college career as well

How should you annotate?

- write brief notes in the margins; underline and circle the passages related to your comments
- note unfamiliar words, names, and places (and look them up)
- ask yourself questions, in writing, that arise as you read (and attempt to answer them)
- write your reactions to the characters, writing style, plot, events, etc., as you go
- write notes that reflect three basic levels of reading

What are the three levels of reading?

- Ask yourself (and answer) questions on the **literal level** to understand the facts being presented. Example: “Who did Jack go up that hill with? And for what?”
- Ask questions (and answer) on the **analytical level** to explore the possibilities between the lines. Example: “Why would Jill hang out with someone as clumsy as Jack anyway? Could that treacherous journey up that hill be symbolic of something? Their shaky friendship, maybe?”
- **Make connections** to your own experiences, to current or historical events, to what you might know about the author's life, or to other works you've read, heard, or seen. Example: “Jack and Jill's tumble reminds me of Humpty Dumpty's fall, and neither story has a happy ending.”

Is there one common analysis out there for each great work of literature?

- Yes, but this class isn't about being common. It's not about learning what other people think, either. It's about learning to think for yourself, to break down what you read and to analyze it in fresh, unique ways, and to make what you read truly yours.

Final Note: Think of annotating (as well as all the literary terminology, techniques, and elements you'll be studying this year) as your archeologist's tools designed to help you explore, excavate, and analyze each work in order to come to your own wonderful conclusions.

Assignment: Practice annotating this summer as you read the work(s) required. Be prepared to turn your annotated novels in for grading sometime during the first weeks of school.

Part III: Non-Fiction Readings and Assessments

News magazine articles of state, national, and international coverage that are published on a weekly, bi-weekly, and /or monthly basis (*Newsweek, Time, US News and World Report, The New Yorker*, etc): from any of these sources, select and read 3 of these magazine article and write responses to each article. Your response writings should demonstrate a variety of *higher order thinking skills* such as those listed below.

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A Response Writing Journal (also known as a Dialectical Notebook) is a journal that allows for learning connections to be made between the source, in this case, a non-fiction magazine article, and the reader. These connections begin with selecting facts, ideas, quotes, and/or figures from the article and then examining them clearly using higher order thinking skills:

6. **EVALUATION**.....Did you like or dislike the article? Why? Do you agree or disagree with the article? Why? Can you pose any questions for the author or for the other readers of this article? Defend/Condemn a portion or issue from the article.
5. **SYNTHESIS**.....What individual sections or concepts from the article do you find particularly interesting, meaningful, useful, thought-provoking? Why? What questions are inspired by a particular part of the article? Can you make any predictions based on the article’s content? Do you see any “cause and effect” relationship in the article? Where?
4. **APPLICATION**.....How will we be able to use this information in our world? Is it of any use/value to us?
3. **ANALYSIS**..... What will the content of this article mean to our world today, in the future?
2. **COMPARISON**.....is there something else in our world or the world this article’s content can be compared to? To what other situation or issue is it similar? How is it different from any other issue or situation in today’s world?
1. **UNDERSTANDING**.....what do I understand about this article? Facts? Quotes?

Use these questions as suggestions for what you write in response to the magazine article(s) you choose to read. They need not ALL be used, but use as many as you like in any single journal entry. The more you use, however, the better and stronger the learning connections you will be making between you and the article’s information.

The response can be in the form of a narrative paragraph in which you share your ideas about each article. Each response entry should be dated and be about 250 words typed. Use the MLA format for magazine articles found on page 187+ in your MLA handbook.