



# McKinney ISD 11<sup>th</sup> Grade AP & AP/GT Language Summer Reading

May 2015

Dear incoming 11th Grade **AP & AP/GT** English III Student and Parent or Guardian,

Statistics prove continued reading improves test scores and increases student success. With this in mind, McKinney ISD requires a summer reading assignment for all 9<sup>th</sup>-12<sup>th</sup> grade **Pre AP/AP** English students. This assignment reflects the content and grade level while promoting skills critical to student success on the AP Language test.

This year the 11<sup>th</sup> grade AP teachers in McKinney ISD have selected *The Narrative of the Life of Frederick Douglass* as their summer reading assignment. Students will read the novel and annotate for how Douglass uses rhetoric to convey his argument. This piece of text will springboard into AP Language and how we can use rhetorical devices and appeals to develop an argument.

Students will complete an assignment based on their reading, which is outlined below. We encourage you to annotate your physical book, but your SOAPStone pages can serve as your annotations. If you or your child has any questions, please contact the following teachers at your child's campus:

McKinney Boyd High School: Chancy Smith at ([csmith@mckinneyisd.net](mailto:csmith@mckinneyisd.net))

McKinney High School: Kelly Armbruster at ([karmbruster@mckinneyisd.net](mailto:karmbruster@mckinneyisd.net))

McKinney North High School: Scott Henry at ([shenry@mckinneyisd.net](mailto:shenry@mckinneyisd.net))

As a district, McKinney ISD embraces the life-long love of reading; it is our goal to instill this love in our students. We also recommend that as a parent/guardian, you read the novel with your child, so you can discuss the book together. Thank you for your continued support.

Sincerely,

The 11<sup>th</sup> Grade AP & AP/GT English Team of McKinney ISD

## English 3 AP Language and Composition

**\*Book annotations/SOAPStone pages are due the first day of school, as Socratic seminars will be conducted to begin conversation over Douglass' use of rhetorical devices and argument.\***

Identify Douglass' purpose and provide SOAPStone **for each chapter**.

1. **To identify the goal** of Douglass' writing, you need to think about his purpose for writing it the way he did. To do this, find a quote that you feel represents the entire chapter. Realize that EACH chapter addresses a different aspect of his life, and we need to see the bigger picture. What is Douglass saying about human nature, about society, about cultural awareness, etc.?
2. **Use SOAPStone to support the goal you identified...**using the quote you chose for #1, now analyze Douglass' goal. Use SOAPStone to analyze his writing.

Use the following format for each chapter. This can be printed and completed or recreated on notebook paper. You will have one chart for EACH chapter of the novel.

<b>Chapter #</b> _____	<b>Quote:</b>
<b>Speaker</b> Who is the <u>S</u> peaker? What details does he reveal in order to provide context?	
<b>Occasion</b> What is the <u>O</u> ccasion and how does the knowledge of the larger occasion and the immediate occasion affect what is being written about?	
<b>Audience</b> Who is the <u>A</u> udience? Is there a primary audience? A secondary audience?	
<b>Purpose</b> What is the <u>P</u> urpose? What is accomplished through this opinion? How would the audience respond?	
<b>Subject</b> What is the <u>S</u> ubject? What specifically is being talking about?	
<b>Tone</b> What is the <u>T</u> one? What attitude[s] is he trying to make the audience feel? (find words to indicate it)	