

**The King's Christian School**  
**AP Language and Composition 2018-2019**  
**Mrs. Shannon Boszczuk**

**Introduction**

Summer reading is one of the most difficult parts of the summer, yet it can also be some of the most engaging. If not entertaining, it will at least prepare you for the rigor of entering your Junior year English course. You must purchase the book listed below and annotate it according to the instructions that follow.

**Materials-**

1. *An Unexpected Light: Travels in Afghanistan* by Jason Elliot, ISBN: 978-0-312-28846-4
2. AP Language Rhetorical Terms List, Provided in summer reading packet
3. "Inaugural Address", Ronald Reagan, Provided in summer reading packet
4. Choose ONE of the following:
  - a. *A Man Called Ove*, Fredrik Backman ISBN: 978-1-4767-3802-4
  - b. *The Life of Pi*, Yann Martel ISBN: 978-0-1560-2732-8
  - c. *Black*, Ted Dekker, ISBN: 978-1-5955-4730-9

**Instructions**

The King's Christian School provides detailed information about how summer reading texts should be annotated in preparation for the upcoming school year. The "High School Summer Reading" packet has all of the instructions you need in order to succeed in annotating your summer reading text(s). It is expected that students entering the *Advanced Placement English Language and Composition* course are able to annotate in detail, following the specific instructions inside the summer reading packet. **Annotating the summer reading text(s) is a primary grade for Quarter 1.** Failure to annotate according to instructions will result in a low grade to begin the school year. It is your responsibility to prepare yourself for the rigorous assignments and grading that align with Junior year AP Language and Composition curriculum.

**Additional information**

If at any point you desire clarification about summer reading instructions, please email me at sboszczuk@tkcs.org. **The annotations you make in your book will receive a grade** according consistency and adherence to the summer reading annotation instructions. **As a separate grade, you will also be tested on your knowledge of the book within the first two weeks of the school year.** Your test will take the form of an AP Language-style in-class, timed essay. Annotating in detail will prepare you for this essay.

**The King's Christian School**  
**AP Language Response Journal for Summer Reading**

**Assignment:** the first of your two summer reading assignments will be used to write a response journal. You will need to have **three** separate entries for your novel. **Provide a 4th entry** for your novel of choice. Divide the pages of your novel into three sections--your entries should not simply focus on only the beginning and end (or even just the middle) of the novel, but should reflect the entirety of the book. Use the template below for each response entry. Each entry should be typed, in Times New Roman size 12 font, single spaced. **These documents should be printed, stapled, and brought to class on the first day of school.**

**Format of Journal Entries**

Journal #:

Your Name:

Date:

Title of the Text:

Author:

**Section:** (which chapters and pages read):

**Summary:** Summarize important aspects of the reading section in a minimum of five sentences. Use main points only. Avoid using your personal opinions.

**Literary Response:** Referring to one of the attached essential questions for literature, write out the question and a thoughtful response to the question, particularly as it relates to this section of your novel.

**Two Favorite Quotes:** Use the following format to indicate two of your favorite or important or powerful sentences that appear in this section of the novel. Write them out in full with page number citations. Add two sentences explaining why these quotes stood out to you and why they matter to the novel.

1. Page(s): \_\_\_\_\_ Quote:

Explanation:

2. Page(s): \_\_\_\_\_ Quote:

Explanation:

**Personal Connection:** Respond in 3-4 thoughtful sentences about how this incident/ character/ statement/ book connects to one of the following things: another text, something that has happened in your life, a historical or current event. What parts of the reading make you think of this connection?

## **Essential Questions for Literature**

### **Conflict and Change**

- How does conflict lead to change for the characters?
- What problem-solving strategies do the characters use to manage conflict and change?
- How does a character's point of view affect the way he or she deals with conflict?
- What personal qualities help a character to deal with conflict and change?

### **Culture: Values, Beliefs, and Rituals**

- How does family play a role in shaping one or more characters' values and beliefs?
- To what extent do belief systems shape and/ or reflect culture and society?
- When a person's individual choices are in direct conflict with his or her family or society, what are the consequences?
- What role or purpose does religion/ spirituality serve in the culture of this work?
- How do values and beliefs shape who characters are as individuals? How do these influence that character's behavior?

### **Social Justice**

- How are prejudice and bias created? How do characters overcome these creations?
- How do labeling and stereotyping influence how characters look at and understand the world?
- What are the causes and consequences of prejudice and injustice? How does an individual's response to them reveal his or her true character and his or her morals?

### **Chaos and Order**

- What is the importance of civilization and what factors support or destroy its fabric?
- What are the politics and consequences of war, and how do these vary based on an individual or cultural perspective?

### **Freedom and Responsibility**

- What is the relationship between freedom and responsibility in this novel?
- What sacrifices do the characters make for freedom?

### **Good and Evil in the World**

- What is the function of the characters' will in relationship to good and evil as they are presented in the text?

- How do the different cultures in the text shape the definitions of good and evil?

### **Language and Literature**

- How is a character's understanding of culture and society constructed through and by language?
- How is language used to manipulate people in this novel?
- How does language influence the way characters think, act, and perceive the world?
- How does the author use the resources of language to impact an audience?
- What universal themes emerge in this work that are of interest or concern to all cultures and societies?

### **Love and Sacrifice**

- What are the boundaries of love and sacrifice, and where does one draw the line between them?
- What are the factors that move individuals, communities, or nations to great sacrifice, and what are the consequences?

### **Our View of Ourselves and the World**

- How do personal experiences shape one or more characters' view of others?
- What does it mean to be an insider or an outsider?
- What does it mean to "grow up"? What turning points determine our individual pathways to adulthood in this novel?
- Are things fated to happen no matter what, or does a character believe his or her actions can change the course of his or her life?

### **The Pursuit of Happiness**

- What is happiness and what is the degree of the importance of happiness to the main character?
- Why does happiness seem so elusive for one or more characters in this work?
- How much does a culture or society shape a character's understanding or concept of happiness?

### **Relationships and Community**

- What are the elements that build a strong friendship in this work?
- What do the characters learn from different generations?
- How is conflict an inevitable part of relationships in this work?
- What personal qualities help or hinder the formation of relationships for one or more characters?
- How are characters transformed through their relationships with others?
- In this novel, what are the individual's responsibilities to the community and the community's responsibility to the individual?

# AP English Language and Composition 2018

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Response Journal Book Report Grading Rubric 2018

Response Journal	Summary (minimum of 4 sentences)  5pts	Response (essential question + response) 5pts	Two Favorite Quotes (include page numbers and explanation) 5pts	Personal Connection (3-4 sentences)  5pts
Journal 1				
Journal 2				
Journal 3				
Journal 4				
<b>Total Score</b>				

Speech annotations: \_\_\_\_\_ / 20

Final Grade: \_\_\_\_\_ / 100

**Instructions:** use the information below to inform your **annotation** of the Ronald Reagan’s “Inaugural Address”. **You MUST annotate for ALL items on this list:**

- **Rhetoric:** the methods of persuasion used by a speaker or writer to convey his or her point.
- **Rhetorical devices:** labels for the ways in which a speaker or writer seeks to persuade his or her audience.
  - **Ethos:** an appeal to character--the speaker trying to gain credibility (i.e. why he or she should be believed).
  - **Pathos:** an appeal to emotion--the speaker trying to create emotion in the reader or audience.
  - **Logos:** an appeal to logic--the speaker conveying information in the form of facts, charts, and other forms of data.
  - **Speaker:** who is the speaker? What is his or her tone (attitude toward the topic)?
  - **Occasion:** why was this written?
  - **Audience:** who is the intended reader of this piece?
  - **Purpose:** what is the message the author intends to share in his or her writing?
  - **Subject:** what is the topic and content of the piece?
  - **Alliteration:** the repetition of consonants at the beginning of words (i.e. the things thought thoroughly)
  - **Allusion:** the reference to a prominent historical event, historical figure, literary text, or piece of art.
  - **Zeugma:** a figure of speech in which a word--a verb or an adjective--refer to two differing nouns (i.e. John lost his coat and his temper).
  - **Antithesis:** two opposite ideas are put together in a sentence to cause a contrasting effect (i.e. it was a small step for man but a giant step for mankind).
  - **Anaphora:** the deliberate repetition of the same word at the beginning of multiple sentences (i.e. He came. He saw. He conquered).
  - **Hyperbole:** the exaggeration of an idea to cause an effect (i.e. Ages have passed since I last saw you).
  - **Understatement:** the opposite of hyperbole; the speaker intentionally makes a situation seem less important than it really is.
  - **Claim:** a debatable statement used as a primary point used to prove or support an argument.
  - **Thesis:** a debatable statement; the “heart” of an argument or piece of writing.
  - **Juxtaposition:** two or more ideas, places, or characters and their actions are set side-by-side for the purpose of developing comparisons and contrasts.
  - **Connotation:** the contextual or cultural indication of a word’s meaning
  - **Denotation:** the literal definition of a word
  - **Parallelism:** using the same components of a sentence across multiple sentences: same sound, structure, or meter.
  - **Irony:** when the reader or audience or character expects one thing and then a different thing occurs.

## **“Inaugural Address”, President Ronald Reagan**

Senator Hatfield, Mr. Chief Justice, Mr. President, Vice President Bush, Vice President Mondale, Senator Baker, Speaker O'Neill, Reverend Moomaw, and my fellow citizens:

To a few of us here today this is a solemn and most momentous occasion, and yet in the history of our nation it is a commonplace occurrence. The orderly transfer of authority as called for in the Constitution routinely takes place, as it has for almost two centuries, and few of us stop to think how unique we really are. In the eyes of many in the world, this every 4-year ceremony we accept as normal is nothing less than a miracle.

Mr. President, I want our fellow citizens to know how much you did to carry on this tradition. By your gracious cooperation in the transition process, you have shown a watching world that we are a united people pledged to maintaining a political system which guarantees individual liberty to a greater degree than any other, and I thank you and your people for all your help in maintaining the continuity which is the bulwark of our Republic.

The business of our nation goes forward. These United States are confronted with an economic affliction of great proportions. We suffer from the longest and one of the worst sustained inflations in our national history. It distorts our economic decisions, penalizes thrift, and crushes the struggling young and the fixed-income elderly alike. It threatens to shatter the lives of millions of our people.

Idle industries have cast workers into unemployment, human misery, and personal indignity. Those who do work are denied a fair return for their labor by a tax system which penalizes successful achievement and keeps us from maintaining full productivity.

But great as our tax burden is, it has not kept pace with public spending. For decades we have piled deficit upon deficit, mortgaging our future and our children's future for the temporary convenience of the present. To continue this long trend is to guarantee tremendous social, cultural, political, and economic upheavals.

You and I, as individuals, can, by borrowing, live beyond our means, but for only a limited period of time. Why, then, should we think that collectively, as a nation, we're not bound by that same limitation? We must act today in order to preserve tomorrow. And let there be no misunderstanding: We are going to begin to act, beginning today.

The economic ills we suffer have come upon us over several decades. They will not go away in days, weeks, or months, but they will go away. They will go away because we as Americans have the capacity now, as we've had in the past, to do whatever needs to be done to preserve this last and greatest bastion of freedom.

In this present crisis, government is not the solution to our problem; government is the problem. From time to time we've been tempted to believe that society has become too complex to be managed by self-rule, that government by an elite group is superior to government for, by, and of the people. Well, if no one among us is capable of governing himself, then who among us has the capacity to govern someone

else? All of us together, in and out of government, must bear the burden. The solutions we seek must be equitable, with no one group singled out to pay a higher price.

We hear much of special interest groups. Well, our concern must be for a special interest group that has been too long neglected. It knows no sectional boundaries or ethnic and racial divisions, and it crosses political party lines. It is made up of men and women who raise our food, patrol our streets, man our mines and factories, teach our children, keep our homes, and heal us when we're sick—professionals, industrialists, shopkeepers, clerks, cabbies, and truck drivers. They are, in short, "We the people," this breed called Americans.

Well, this administration's objective will be a healthy, vigorous, growing economy that provides equal opportunities for all Americans, with no barriers born of bigotry or discrimination. Putting America back to work means putting all Americans back to work. Ending inflation means freeing all Americans from the terror of runaway living costs. All must share in the productive work of this "new beginning," and all must share in the bounty of a revived economy. With the idealism and fair play which are the core of our system and our strength, we can have a strong and prosperous America, at peace with itself and the world.

So, as we begin, let us take inventory. We are a nation that has a government—not the other way around. And this makes us special among the nations of the Earth. Our government has no power except that granted it by the people. It is time to check and reverse the growth of government, which shows signs of having grown beyond the consent of the governed.

It is my intention to curb the size and influence of the Federal establishment and to demand recognition of the distinction between the powers granted to the Federal Government and those reserved to the States or to the people. All of us need to be reminded that the Federal Government did not create the States; the States created the Federal Government.

Now, so there will be no misunderstanding, it's not my intention to do away with government. It is rather to make it work--work with us, not over us; to stand by our side, not ride on our back. Government can and must provide opportunity, not smother it; foster productivity, not stifle it.

If we look to the answer as to why for so many years we achieved so much, prospered as no other people on Earth, it was because here in this land we unleashed the energy and individual genius of man to a greater extent than has ever been done before. Freedom and the dignity of the individual have been more available and assured here than in any other place on Earth. The price for this freedom at times has been high, but we have never been unwilling to pay that price.

It is no coincidence that our present troubles parallel and are proportionate to the intervention and intrusion in our lives that result from unnecessary and excessive growth of government. It is time for us to realize that we're too great a nation to limit ourselves to small dreams. We're not, as some would have us believe, doomed to an inevitable decline. I do not believe in a fate that will fall on us no matter what we do. I do believe in a fate that will fall on us if we do nothing. So, with all the creative energy at our command, let us begin an era of national renewal. Let us renew our determination, our courage, and our strength. And let us renew our faith and our hope.

We have every right to dream heroic dreams. Those who say that we're in a time when there are not heroes, they just don't know where to look. You can see heroes every day going in and out of factory gates. Others, a handful in number, produce enough food to feed all of us and then the world beyond. You meet heroes across a counter, and they're on both sides of that counter. There are entrepreneurs with faith in themselves and faith in an idea who create new jobs, new wealth and opportunity. They're individuals and families whose taxes support the government and whose voluntary gifts support church, charity, culture, art, and education. Their patriotism is quiet, but deep. Their values sustain our national life.

Now, I have used the words "they" and "their" in speaking of these heroes. I could say "you" and "your," because I'm addressing the heroes of whom I speak—you, the citizens of this blessed land. Your dreams, your hopes, your goals are going to be the dreams, the hopes, and the goals of this administration, so help me God.

We shall reflect the compassion that is so much a part of your makeup. How can we love our country and not love our countrymen; and loving them, reach out a hand when they fall, heal them when they're sick, and provide opportunity to make them self-sufficient so they will be equal in fact and not just in theory?

Can we solve the problems confronting us? Well, the answer is an unequivocal and emphatic "yes." To paraphrase Winston Churchill, I did not take the oath I've just taken with the intention of presiding over the dissolution of the world's strongest economy.

In the days ahead I will propose removing the roadblocks that have slowed our economy and reduced productivity. Steps will be taken aimed at restoring the balance between the various levels of government. Progress may be slow, measured in inches and feet, not miles, but we will progress. It is time to reawaken this industrial giant, to get government back within its means, and to lighten our punitive tax burden. And these will be our first priorities, and on these principles there will be no compromise.

On the eve of our struggle for independence a man who might have been one of the greatest among the Founding Fathers, Dr. Joseph Warren, president of the Massachusetts Congress, said to his fellow Americans, "Our country is in danger, but not to be despaired of . . . On you depend the fortunes of America. You are to decide the important questions upon which rests the happiness and the liberty of millions yet unborn. Act worthy of yourselves."

Well, I believe we, the Americans of today, are ready to act worthy of ourselves, ready to do what must be done to ensure happiness and liberty for ourselves, our children, and our children's children. And as we renew ourselves here in our own land, we will be seen as having greater strength throughout the world. We will again be the exemplar of freedom and a beacon of hope for those who do not now have freedom.

To those neighbors and allies who share our freedom, we will strengthen our historic ties and assure them of our support and firm commitment. We will match loyalty with loyalty. We will strive for mutually beneficial relations. We will not use our friendship to impose on their sovereignty, for our own sovereignty is not for sale.

As for the enemies of freedom, those who are potential adversaries, they will be reminded that peace is the highest aspiration of the American people. We will negotiate for it, sacrifice for it; we will not surrender for it, now or ever.

Our forbearance should never be misunderstood. Our reluctance for conflict should not be misjudged as a failure of will. When action is required to preserve our national security, we will act. We will maintain sufficient strength to prevail if need be, knowing that if we do so we have the best chance of never having to use that strength.

Above all, we must realize that no arsenal or no weapon in the arsenals of the world is so formidable as the will and moral courage of free men and women. It is a weapon our adversaries in today's world do not have. It is a weapon that we as Americans do have. Let that be understood by those who practice terrorism and prey upon their neighbors.

I'm told that tens of thousands of prayer meetings are being held on this day, and for that I'm deeply grateful. We are a nation under God, and I believe God intended for us to be free. It would be fitting and good, I think, if on each Inaugural Day in future years it should be declared a day of prayer.

This is the first time in our history that this ceremony has been held, as you've been told, on this West Front of the Capitol. Standing here, one faces a magnificent vista, opening up on this city's special beauty and history. At the end of this open mall are those shrines to the giants on whose shoulders we stand.

Directly in front of me, the monument to a monumental man, George Washington, father of our country. A man of humility who came to greatness reluctantly. He led America out of revolutionary victory into infant nationhood. Off to one side, the stately memorial to Thomas Jefferson. The Declaration of Independence flames with his eloquence. And then, beyond the Reflecting Pool, the dignified columns of the Lincoln Memorial. Whoever would understand in his heart the meaning of America will find it in the life of Abraham Lincoln.

Beyond those monuments to heroism is the Potomac River, and on the far shore the sloping hills of Arlington National Cemetery, with its row upon row of simple white markers bearing crosses or Stars of David. They add up to only a tiny fraction of the price that has been paid for our freedom.

Each one of those markers is a monument to the kind of hero I spoke of earlier. Their lives ended in places called Belleau Wood, The Argonne, Omaha Beach, Salerno, and halfway around the world on Guadalcanal, Tarawa, Pork Chop Hill, the Chosin Reservoir, and in a hundred rice paddies and jungles of a place called Vietnam.

Under one such marker lies a young man, Martin Treptow, who left his job in a small town barbershop in 1917 to go to France with the famed Rainbow Division. There, on the western front, he was killed trying to carry a message between battalions under heavy artillery fire.

We're told that on his body was found a diary. On the flyleaf under the heading, "My Pledge," he had written these words: "America must win this war. Therefore I will work, I will save, I will sacrifice, I will

endure, I will fight cheerfully and do my utmost, as if the issue of the whole struggle depended on me alone."

The crisis we are facing today does not require of us the kind of sacrifice that Martin Treptow and so many thousands of others were called upon to make. It does require, however, our best effort and our willingness to believe in ourselves and to believe in our capacity to perform great deeds, to believe that together with God's help we can and will resolve the problems which now confront us.

And after all, why shouldn't we believe that? We are Americans.  
God bless you, and thank you.

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*Note: The President spoke at 12 noon from a platform erected at the West Front of the Capitol. Immediately before the address, the oath of office was administered by Chief Justice Warren E. Burger. In his opening remarks, the President referred to Rev. Donn D. Moomaw, senior pastor, Bel Air Presbyterian Church, Los Angeles, California.*

*The address was broadcast live on radio and television.*