









Pasadena ISD AP English Language and Composition
(AP English III)
Summer Reading Assignment 2023

Pasadena ISD understands how important summer is for students to unwind and to regenerate, however, we also understand the need for AP students to stay competitive in the academic arena in order to vie for scholarship opportunities and equitable access to select universities. Therefore, in order to instill the academic and cultural literacy needed for competency in the AP English Language and Composition classroom, and in order to help students prepare for the AP English Language and Composition exam, we highly recommend students complete the summer reading assignment outlined below. We want the reading to be both enjoyable and valuable to the students, so we are giving students an opportunity to make choices:

1. Students will **read a memoir of their own choosing** from the **AP English Language and Composition Reading List** that follows and complete the **Summer Reading Guide** below. Some campuses have specific guides to complete, so please follow the instructions below for your specific campus.
2. If students cannot choose a text, they should ask a parent or teacher for advice, or they can ask a friend who has completed the course for book suggestions. They may also choose to email their AP Language teacher and ask for recommendations. All the books in the list are highly valued. The list is compiled by recommendations from College Board consultants in APSIs and various other College Board events conducted through social media platforms and AP teacher communities.
3. The students will complete a full analysis of the work in class once school begins in the fall.

The table below outlines the summer reading expectations for each campus. Students are responsible for purchasing their own books which are available at most bookstores like *Barnes and Noble*, *Amazon*, *Half Price Books*, etc. However, some books are available via PDF at <https://www.gutenberg.org/> and some campuses may have resources for their students available, so contact your campus' AP teacher for help. Lastly, you can register for a free library card in [Pasadena](#), [Houston](#), or [Harris County](#).

Campus	Summer Reading Assignment:	Completed by:	AP English Language Teacher
 Dobie High School	Students will read a memoir of your own choosing from the AP English Language and Composition Reading List that follows and complete the Summer Reading Guide below. Questions 11-14 are optional, but you are encouraged to complete them.	First day of school.	RSinski@pasadenaisd.org
 Lewis Career & Technical High School	Students will read a memoir of your own choosing from the AP English Language and Composition Reading List that follows and complete the Summer Reading Guide below. Questions 11-14 are optional, but you are encouraged to complete them.	First day of school.	PBujnoch@pasadenaisd.org
 Memorial High School	Students will read a memoir of your own choosing from the AP English Language and Composition Reading List that follows and complete the Summer Reading Guide below. Questions 11-14 are NOT optional .	First day of school.	ACrawley@pasadenaisd.org ABrauneis@pasadenaisd.org SWoods@pasadenaisd.org
 Pasadena High School	Students will read a memoir of your own choosing from the AP English Language and Composition Reading List that follows and complete the Summer Reading Guide below. Questions 11-14 are optional, but you are encouraged to complete them.	First day of school.	DLloyd@pasadenaisd.org
 Sam Rayburn High School	Students will read <u>Educated</u> by Tara Westover OR <u>The Devil's Highway</u> by Luis Alberto Urrea and complete the Summer Reading Guide below. Questions 11-14 are optional, but you are encouraged to complete them.	First day of school.	EAlanis1@pasadenaisd.org
 South Houston High School	Students will read a memoir of your own choosing from the AP English Language and Composition Reading List that follows and complete the Summer Reading Guide below. Questions 11-14 are optional, but you are encouraged to complete them.	First day of school.	JMoody1@pasadenaisd.org
Please go to the next page to find the list of texts from which to choose.			

AP English Language (AP English III) Suggested Summer Reading List 2023

Choose a memoir to read from the list below:

***The Other Wes Moore: One Name, Two Fates* by Wes Moore** -- story of two kids with the same name from the city: One went on to be a Rhodes Scholar, decorated combat veteran, White House Fellow and business leader. The other is serving a life sentence in prison.

****Educated* by Tara Westover** -- story of her life growing up in a survivalist, fundamentalist Mormon church where she was not allowed to go to school and was abused by her older brother. She went on to get a PhD.

***I am Malala* by Malala Yousafzai** -- teenage girl who was shot by the Taliban for standing up for girls' education in Pakistan.

***Born a Crime: Stories from a South African Childhood* by Trevor Noah** -- Daily Show star Trevor Noah's stories about his life growing up biracial in South Africa.

***When I was Puerto Rican* by Esmeralda Santiago** -- story of a girl born in rural Puerto Rico, where her childhood was full of both tenderness, domestic strife, and poverty whose mother takes her seven (soon to be eleven) children to New York where they must learn new rules, a new language, and eventually take on a new identity.

***The Immortal Life of Henrietta Lacks* by Rebecca Skloot** -- story of Henrietta Lacks whose cells (HeLa) were taken without her knowledge or consent and have produced priceless scientific breakthroughs. Also deals with medical ethics and patient rights.

****The Devil's Highway* by Luis Alberto Urrea** -- investigation into the 26 men who attempted to cross the Mexican border into Arizona through the desert--only 12 of them came out alive.

***Hidden Figures* (by Margot Lee Shetterly)**: story of the African American women who worked as computers and engineers for NASA. These women were essential to the space program.

***Where Men Win Glory* by Jon Krakauer** -- story of Pat Tillman, former NFL player who gave up his career to serve in Iraq and was killed by friendly fire--this book looks into the government cover up of his death.

***Unbroken: A World War II Story of Survival, Resilience and Redemption* by Laura Hillenbrand** -- story of Louis Zamperini's survival first from his plane being shot down and then as a Japanese POW

***"Socialism is Great!"* by Lijia Zhang** -- growing up in China after the cultural revolution, focus is on the 80's when backlash against the overly strict regime started. She was forced to be a factory worker despite wanting to be a journalist.

**** *The Glass Castle* (Jeanette Walls)**: story of her life describing unconditional love in a family that, despite its profound flaws, gave the author the determination to create a successful life on her own terms

**** *Into the Wild* (Jon Krakauer)**: story of a young man from a well-to-do family that hitchhiked to Alaska, walked in alone in the wilderness, and was found dead in the wild four months later.

**** *In Cold Blood* (Truman Capote)**: true crime investigation of a 1959 murder of the Clutter family in Holcomb, Kansas.

**** *Narrative of the Life of Frederick Douglass* (Frederick Douglass)**: 1845 memoir written by former slave Frederick Douglass recounting the horrors and accomplishments of his early years

*** Rayburn HS will choose *Educated* or *The Devil's Highway***

**** Memorial High School may not choose from the last 4 books on the list**

AP English Language (AP English III) Summer Reading Guide 2023

Name _____ Date _____ Per. _____

Title: _____ Author: _____

Annotations:

While you read, you need to annotate for:

1. Usage of strong words or phrases in the text
2. Significant passages in the text
3. Elements of the author's argument presented in the text
4. Elements of social issues presented in the text
5. Rhetorical choices that specifically stand out to you - appeals, organization, writing style, etc.
6. Find the shift in the text's story/message

Reading Guide Questions:

1. What **main subject** or **topic** does the author discuss in this text?
2. What main **argument** or **claim** does the author make regarding the subject or topic in this text?
3. **Quote** a sentence or two from the **text** that **supports** where you think the author makes his/her claim.
4. **Why** do you think the author decides to make this claim? What "**spark**" or "**exigence**" urges him/her to make such a claim? (Exigence is something similar to the reason why people feel the need to post something on social media. This reason may not be present in the text.)
5. To whom is the author directing his claim? Who is the intended **audience** or group of people this claim is directed towards? (There may be more than one group. The audience does not necessarily have to be present).
6. What does the author want his/her audience **to understand** about the subject or topic in the text? This would be his/her first **purpose** for making such a claim.
7. What does the author want his/her audience **to do** after hearing their claim? This would be a secondary **purpose** that requires action from the audience. (*For example, maybe the author wants his audience to go out and vote a certain way, or go out and join a particular organization, or perhaps endorse a person, political party or social cause, etc.*) Either way, the author is persuading his audience to act on something.
8. **Quote** some of the **strong language** or **word choice** the author uses to tell his/her story and to be persuasive? What does this specific use of language do for the audience and the message of the piece? How does it **affect** the reader? *For example, an author may use words like "epidemic" to describe a growing trend of something that is not necessarily a widespread infectious disease. The **effect** on the reader would be to instill a sense of urgency.*
9. Where in the piece do you notice a **shift**? Write a phrase that signals the shift. This is where the text changes direction. Explain what happens BEFORE the shift and AFTER the shift. Maybe the author explains a problem and then shifts to offer solutions.
10. What **patterns** do you notice in the text? What ideas, words, or phrases are **repeated**? Why do you suppose the author does this? What is he/she trying to communicate?

*The following four questions are optional, but you are encouraged to complete them.

- *11. How does the author **support** the strategies, organizational pattern(s), and/or message(s)? List specific examples from your annotations.
- *12. What is the **context** of the piece? What is going on in the world as it relates to the author, time and place of the piece, and the general content or ideas of the text?
- *13. What is the overall **tone** of this text?
- *14. What specific regional, national, or global **societal issues** are addressed in this text? Did the author present any resolutions? Do you feel the author was effective in presenting his/her argument/claim? Why?

AP English Language (AP English III) Summer Reading Guide 2023
Example Answers to Summer Reading Guide Question Answers Using
Letters from a Birmingham Jail by Martin Luther King, Jr.

Reading Guide Questions:

NOTE: YOU ARE BEING ASKED TO READ A NON-FICTION MEMOIR; THIS EXEMPLAR IS ABOUT A MLK's LETTERS FROM A BIRMINGHAM JAIL.

1. What main argument/claim is the author presenting in this memoir? List 2-3 pieces of textual evidence (from your annotations) that support this.

The main claim in King's *Letters from a Birmingham Jail* is that he has a moral obligation as well as the right to be in Birmingham to protest against unjust laws.

"One has a moral responsibility to disobey unjust laws" (King). **BECAUSE YOU ARE READING A BOOK, YOUR CITATION WILL ALSO INCLUDE A PAGE NUMBER (King 134).**

"I am in Birmingham because injustice is here" (King).

"There comes a time when the cup of endurance runs over" (King).

2. What was the author's exigence (what was the "spark" that moved the speaker to write) for writing this memoir? How did this impact the speaker?

A group of white clergymen wrote a response to King calling for him to call off the demonstrations in Birmingham and urging him and his followers to wait for the government to make changes. He wrote this heated response to articulate all of the reasons why waiting was not the appropriate response, especially for Christian ministers.

3. List some of the strong language (from your annotations) the author uses to tell his/her story? What does this specific use of language do for the audience and the message of the piece? Strong language used: "legitimate" (King) **AGAIN, YOU SHOULD HAVE PAGE NUMBERS**, "unjust" (King), "moral responsibility" (King), "degrades" (King), "distorts the soul and damages the personality" (King), "clouds of inferiority" (King), "abyss of despair" (King), "the Apostle Paul" (King), "compelled to carry the gospel" (King).

The use of language that references morality and justice calls the white clergymen to reexamine the moral reasoning they are using to refuse support for their black brethren. By referencing ideas that speak to compassion and justice, the white clergymen are compelled to examine themselves. Additionally, by referencing heroes of the Christian faith, such as Christ and the Apostle Paul, King is establishing that he has the support of the Bible and the historical church on his side, something the white clergymen need to consider as the call for King to cease protesting in Birmingham.

4. When in the memoir did you notice a shift? What strategy, organization, or message occurred BEFORE the shift in the memoir? What strategy, organization, or message occurred AFTER the shift?

At the beginning of the letter, King laid out his credentials for being a protest leader in Birmingham, and he structured his argument in a counterargument and rebuttal format—he would explain his understanding of what he was being accused of, and then he would explain how he had tried adhering to the requests of those accusations and why it was no longer an option.

Towards the end of the letter, King decides to express his disappointments in how white Christians have acted—he shifts from justifying his actions into questioning the actions of white Christians. In effect, he flips the argument on the white clergymen, and he calls into question their actions, or lack of actions, in the protests.

5. What specific thing does the author want from the audience with this piece (the intended purpose)? What impact does the memoir format have on emphasizing his/her intended purpose? King wants the white clergymen to actively support protests for desegregation; he wants them to encourage their congregations to join their black brothers and sisters in actively calling for the end of segregation. The format of this letter emphasizes this purpose because it answers all possible counterarguments, so that no excuses remain unaddressed.

6. Who would be considered the larger audience for this memoir? Who would be considered the secondary audience for this piece?

The primary audience for this piece is the white clergymen that the letter was addressed to. The secondary audience would be white Christians.

7. What is the overall tone of this memoir?

The overall tone is straightforward and logical, but at times, his tone becomes imploring and passionate.

8. How did the author support the strategies, organizational pattern(s), and/or message(s)? List specific examples from your annotations.

Before the shift:

“You deplore the demonstrations that are presently taking place in Birmingham” (King).

“It is even more unfortunate that the white power structure of this city left the Negro community with no alternative” (King).

After the shift:

“Fewer have the vision to see that injustice must be rooted out by strong, persistent, and determined action” (King).

“I have watched white churches stand on the sidelines and merely mouth pious irrelevancies and sanctimonious trivialities” (King).

9. What is the context of the piece? What is going on in the world as it relates to the author, time and place of the piece, and the general content or ideas of the piece?

The context is the middle of the Civil Rights movement in Birmingham, Alabama. Martin Luther King is one of the prominent black leaders of the protests, and he has been put in jail for breaking the ordinance in Birmingham that made protests illegal. Birmingham has been one of the most violent and oppressive cities for black people in the United States.

10. What specific regional, national, or global societal issues were addressed in this memoir? Did the author present any resolutions? Do you feel the author was effective in presenting his/her argument/claim? Why?

Some primary topics include Civil Rights, segregation, Christianity, morality, justice. King did present resolutions—the entire letter was essentially a call to action with exactly how he thought the issues should be addressed.

I feel like his argument was effective because he appealed to his audience using logic, emotions, and his credentials—all things we know create a sound argument. Additionally, he never attacked his audience, but he was able to bring a sense of shame towards their lack of support and action. He stood his ground, but he also left the door wide open for collaboration between white and black people.