

**Dear AP Language and Composition Students:**

**Welcome! Here is your summer Assignment. I hope that you find it interesting (and maybe a little enjoyable?).**

**I am looking forward to meeting all of you.**

**Sincerely,**

**Mrs. Duby**

**PART I: Join your AP Lang. Google Classroom. Code will be provided in Class.**

**PART II: READ the newspaper!**

- For at least **one month** this summer (any 30-day period before the start of school), you must read **three** newspaper and/or news magazine articles **per week**.
  - Only one article per week can be sports-related; otherwise, you can select articles from any sections of the periodical-including, for example, arts, business, science, editorials.
  - You can use any combination of any of the following sources:
    - <https://www.wsj.com/> Your online student Wall Street Journal subscription
      - **{Username and password is located in the Library's Password folder}**
    - <https://www.nytimes.com/> Your online student NY Times subscription

**If you need to activate your Pass, please follow these steps:**

- Visit [nytimes.com/passes](https://nytimes.com/passes). Create a free NYTimes.com account **using your school email address**. If you already have an NYTimes.com account associated with your school email address, log in with those credentials.
- **Check your email inbox for our confirmation message.** Click on the link in your confirmation message to validate your email address and claim your Pass. If the confirmation email didn't arrive, check your spam folder. If it isn't there, send an email to [schools@nytimes.com](mailto:schools@nytimes.com) from your school email address to request confirmation.
- **You have successfully claimed a Pass when you see the *Start Your Access* screen.** Now you can enjoy seamless, full access to NYTimes.com, INYT.com and NYT mobile apps from any location, on or off campus, just by logging into your NYTimes.com account. You may download NYTimes mobile apps at [nytimes.com/mobile](https://nytimes.com/mobile).

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- News magazines such as *The Economist*, *Foreign Affairs*, *Newsweek*, *Time*
- Fill in the chart attached below (You'll need to make a copy for yourself). You'll submit the completed charts in your Google Classroom in the fall and we will be using them for one of our first activities.
  - [Article Activity](#)

**PART III: Read two books from the list below**

- You are welcome to read more, though!
- Many titles are on the [WESTEX OverDrive](#) site (including *Educated*). Use your westex username/password to access the Westex OverDrive site.
- **As you read these books, use sticky notes to annotate ideas, issues, and arguments that strike you as controversial, timely, relevant-what you feel is important in some way.**

Here is the list from which you can choose other books. You will use this book as a basis for a short essay that we will complete when we return in the fall. Be sure to pick one that interests you!

As you read the book annotate it for the following. Your annotations do not have to be formal-they can be on sticky notes. I will not collect them, but you will need them to complete the in-class assignment:

What is the main argument of this book? What evidence and claims[reasons] support it?

- Simply put, an argument is an opinion (claim) supported by evidence. Evidence can take on different forms depending on the nature of the argument, the purpose of the argument, and the needs of the audience.

What are compelling sections of the book? These can be as short as a sentence and and long as a page or two.

- What makes them compelling? The word choice? Imagery? Reasoning?

*The 57 Bus: A True Story of Two Teenagers and a Crime That Changed Their Lives*

Slater, Dashka

*A Crack in Creation: Gene Editing and the Unthinkable Power to Control Evolution*

Doudna, Jennifer A.

*Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*

Vance, J.D. - Memoir

*Look Me in the Eye: My Life With Asperger's*

Robison, John Elder

*Radium Girls*

Moore, Kate

<i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i>	Kendi, Ibram X. - History
<i>The Devil in the White City; Murder, Magic, and Madness at the Fair That Changed America</i>	Eric Larson
<i>Unpunished Murder: Massacre at Colfax and the Quest for Justice</i>	Lawrence Goldstone
<i>Poisoned Water: How the Citizens of Flint, Michigan Fought for Their Lives and Warned a Nation</i>	Cooper, Candy J.
<i>Kingdom of Characters: The Language Revolution that Made China Modern</i>	Jing Tsu
<i>Chesapeake Requiem: A Year with the Watermen of Vanishing Tangier Island</i>	Earl Swift
<i>Little Soldiers: An American Boy, A Chinese School, and The Global Race to Achieve</i>	Lenora Chu
<i>Devil in the Grove: Thurgood Marshall, the Groveland Boys, and the Dawn of a New America</i>	Gilbert King
<i>Columbine</i>	Dave Cullen
<i>Memorial Drive: A Daughter's Memoir</i>	Natasha Trethewey
<i>Empire of the Summer Moon: Quanah Parker and The Rise and Fall of the Comanches, the Most Powerful Indian Tribe in American History</i>	S.C. Gwynne

**PART IV: Sign on to IXL for a Grammar and Usage Tune Up.**

You will be assigned a few online activities to complete this summer to sharpen your technical writing skills. Once you sign up on Google Classroom, I'll synch the roster with IXL , where you will find your assignment.