

# Summer Reading Assignment

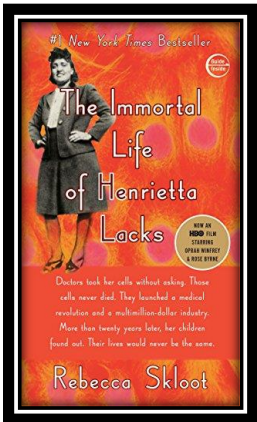
## Advanced Placement Language and Composition

William Henry Shaw High School 2021--2022

### AP LANGUAGE & COMPOSITION SUMMER READING ASSIGNMENT

The purpose for summer reading in AP English Language and Composition is to prepare you for the level of reading, writing, and thinking that is the hallmark of this course. The following selections are included on the approved AP Central College Board list for suggested readings for this course. If you have any questions or need any help, you may reach Mr. Hatch, the AP Language and Composition teacher, at [hatch.jordan.t@muscogee.k12.ga.us](mailto:hatch.jordan.t@muscogee.k12.ga.us).

Your reading and writing assignments are as follows:



#### 2021 Summer Reading Selection:

“The Immortal Life of Henrietta Lacks” by Rebecca Skloot

You may choose to purchase the novel at this [Amazon link](#) or anywhere books are sold.

You can also find a pdf copy of the book free to read by clicking this [link](#).

#### Introduction to the Book:

Her name was Henrietta Lacks, but scientists know her as HeLa. She was a poor black tobacco farmer whose cells—taken without her knowledge in 1951—became one of the most important tools in medicine, vital for developing the polio vaccine, cloning, gene mapping, and more. Henrietta's cells have been bought and sold by the billions, yet she remains virtually unknown, and her family can't afford health insurance. This phenomenal New York Times bestseller tells a riveting story of the collision between ethics, race, and medicine; of scientific discovery and faith healing; and of a daughter consumed with questions about the mother she never knew.

#### Assignment Description and Instructions:

The Immortal Life of Henrietta Lacks Dialectical Journal

- You are also expected to keep a dialectical journal as you read. By the end of the text, you should have created Instructions for the dialectical journal are below.
- It is not required, but I advise you are to make annotations in your text as you read. Use the guide on page to help you.

What's A Dialectical Journal?:

- The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.”
- Think of your dialectical journal as a series of conversations with the texts we read during this course.
- The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions.
- You will find that it is a useful way to process what you're reading, prepare yourself for group discussion, and gather textual evidence for your assignments in AP Language and Composition.

## PROCEDURE:

- As you read, choose passages that stand out to you and record them in the left-hand column of a T-Chart, like the one in the example below. You can use the template I have made below or make your own on notebook or printer paper.
- By the end of the book, you should have 7 entries for each section of the novel. Therefore, you should have 21 entries in total.
- In the right column, write your response to the text (ideas/insights, questions, reflections, analysis, and comments on each passage)
- In your journal or word document, create a table like the one below. Label one for each of the four required categories:
  - Form and Structure:
    - What is happening? How much time is covered? What patterns do you notice?
  - Purpose, Tone, Style, Diction, and Syntax:
    - What is the author trying to accomplish? What argument(s) is he or she trying to make? What is the author's attitude toward the subject? How is TONE revealed through DICTION and SYNTAX?
  - Imagery or Detail:
    - The imagery of a literary work comprises the set of images that appeal to the senses. Look for recurring images such as light/darkness, colors, clothing, odors, and sounds. Point out details like numbers, facts, description the author uses to support the argument. How are these images or details used? What emotions do they EVOKE?
  - Rhetorical Devices:
    - Look for examples of LOGOS (an appeal to the audience using LOGIC), PATHOS (An appeal to the audience's EMOTIONS), and ETHOS (an appeal to the audience's ETHICAL or MORAL BELIEFS).

## Dialectical Journal Example

TEMPLATES BEGIN ON THE FOLLOWING PAGES.

<b>Important Excerpts or Passages from the Text</b> Use quotes from the text in quotation marks followed by pages numbers in parenthesis.	<b>Your Commentary, Reaction, Connection, Evaluation, Question, Explanation, Prediction, or Connection</b>
"At first glance, the room could have been an industrial kitchen. There were gallon-sized tin coffee cans full of utensils and glassware; powdered creamer, sugar, spoons, and soda bottles on the table; huge metal freezers lining one wall; and deeps sinks Gey made by hand using stones he collected from a nearby quarry. But the teapot sat next to a bunsen burner, and the freezers were filled with blood, placentas, tumor samples, and dead mice" (34).	(D, I) In this passage the author seems describe this very sterile, rigid, and organized environment where everything has a place. Initially the fact that the room looks like an industrial kitchen may have been inviting to some, especially with a coffee station, however it quickly becomes a bit morbid when the author mentions the freezers that were filled with blood and placentas. Is this the author's way of shocking the reader into the harsh realities of life?
"Ain't nothin serious wrong, she said. 'Doctor's gonna fix me right up'"(30).	(Di) This quotation highlights Henrietta Lack's approach to her diagnosis. Her language is informal and light, which illustrates that she was most likely speaking to a family member and that she was unbothered by having to seek treatment for her condition.

### **CHOOSING PASSAGES FROM THE TEXT:**

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or rhetorical devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting
- If you find an extremely long passage that moves you, don't hesitate to use it, just employ ellipses (...) to shorten your writing load. You'll have the page number so that if you decide to share your entry, the class can easily find and read along.

## RESPONDING TO THE TEXT:

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be **specific and detailed**. You can write as much as you want for each entry.

### To Get Started: Beginner Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

#### Sample Sentence Starters for Beginners:

- I really don't understand this **because**...
- I really dislike/like this idea **because**...
- I think the author is trying to say that...
- This passage reminds me of a time in my life when...
- If I were (name of character) at this point I would...
- This character reminds me of (name of person) because...

### The Target: Higher Level Responses

- Analyze the text for use of rhetorical devices (tone, structure, style, imagery, ethos, pathos, logos ) and how they contribute to some of the themes in the text
- Make connections between different people or events in the text
- Make connections to a different text (or film, song, etc.)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

## Dialectical Journal Template

<b>Important Excerpts or Passages from the Text</b> Use quotes from the text in quotation marks followed by pages numbers in parenthesis.	<b>Your Commentary, Reaction, Connection, Evaluation, Question, Explanation, Prediction, or Connection</b>

## Rubric for Dialectical Journal

### Critical Reader (detailed, elaborate responses)—90-100:

- Extra effort is evident.
- You include more than the minimal number of entries.
- Your quotes are relevant, important, thought provoking, and representative of the themes of the novel.
- You can “read between the lines” of the text (inference).
- You consider meaning of the text in a universal sense.
- You create new meaning through connections with your own experiences or other texts.
- You carry on a dialogue with the writer. You question, agree, disagree, appreciate, and object.
- Sentences are grammatically correct with correct spelling and punctuation.

### Connected Reader (detailed responses)—80-89:

- A solid effort is evident.
- You include an adequate number of legible entries.
- Your quotes are relevant and connect to the themes of the novel.
- Entries exhibit insight and thoughtful analysis.
- You construct a thoughtful interpretation of the text.
- You show some ability to make meaning of what you read.
- You create some new meaning through connections with your own experiences and the text.
- You explain the general significance.
- You raise interesting questions.
- You explain why you agree or disagree with the text.

### Thoughtful Reader (somewhat detailed responses)—75-79:

- You include an insufficient number of entries.
- Sentences are mostly correct with a few careless spelling and grammatical errors.
- You selected quotes that may be interesting to you, but that don't necessarily connect to the themes of the novel.
- Entries exhibit insight and thoughtful analysis at times.
- You make connections, but explain with little detail.
- You rarely make new meaning from the reading.
- You ask simple questions of the text.
- You may agree or disagree, but don't support your views.

### Literal Reader (simple, factual responses)—70-74:

- You include few entries.
- Entries exhibit limited insight or none at all.
- You accept the text literally.
- You are reluctant to create meaning from the text.
- You make few connections which lack detail.
- You are sometimes confused by unclear or difficult sections of the text.

### Limited Reader (perfunctory responses)—below 70:

- You include very few entries.
- Very little effort is evident.
- You find the text confusing, but make no attempt to figure it out.
- You create little or no meaning from the text.
- You make an occasional connection to the text, and the ideas lack development.
- Sentences contain numerous grammatical and spelling errors.

Credit to:

<http://www.whsd.k12.pa.us/userfiles/1536/Classes/13037/AP%20English%2012%20Dialectical%20Reading%20Log-0.pdf>