Summer Reading 2022 AP Language and Composition

You have chosen to participate in AP English Language and Composition during your junior year at Central. Please carefully read the assignment as it is outlined below. If you have any questions about the assignment, please get answers from your English teacher or from Mr. Forbes at forbesa@springfieldpublicschools.com

Assignment:

1. Read the essays taken form various online sources and AP materials and answer the attached questions. (In another file)
2. Read *Between the World and Me* by Ta’Nehisi Coates (PDF in another file) and do the journal assignment. If you would like, you may buy the book online.
3. Be prepared to take a test on the book (*Between the World and Me*) during the first week of school.
4. Bring the entire completed assignment with you on the first day of school, August 31, 2020.
5. Please remember, you are preparing yourself for a rigorous Advanced Placement course. Take the summer work seriously and be thorough in your efforts.

Below is the *Between the World and Me* Journal and the questions that accompany the essays.

***Between the World and Me* Journal Assignment:**

**Directions:** While reading take notes (with page/paragraph citation) in a dialectical journal format of the items listed as well as others that emerge from the text as you read. Consider symbolic and literal significance, contrasts, juxtapositions, etc.

**General**

* Important People -- what individuals does Coates focus on in the text What purpose does each serve in his life?
* Institutions & Places
* Ideas & Philosophies

**Topics**

* The Danger of Being African American in America
* Families and the Relationships Between Parents and Children
* The Beauty and Worth of the Black Body

**Section 1 Keys (Front cover to first paragraph on p. 21)**

Take notes and be prepared to discuss these ideas from section 1

* Significance of “the body”
* Significance of “the d/Dream”
* The “[rejection] of magic in all forms”
* What is the question of Coates life?
* How does Coates ask the question of his life?
* Relationship of humor and violence
* Significance of the boy with the slanted eyes

**Section 2 Keys (p. 21 to first paragraph on p. 47)**

Take notes and be prepared to discuss these ideas from section 2

* What “need” does Coates feel (p. 21). Do you feel the same need?
* What is one third of Coates brain concerned with growing up?
* What is the relationship between the street and school for Coates? Why is this ironic?
* Throughout the text, Coates uses the language of combat. Keep track of these words and phrases. What cumulative effect (tone) does it create?
* What is the “message” of the “small-eyed” boy?
* What does Coates’ think about Black History Month?
* Significance of family beatings
* What does Coates say about the language of “intention” and “personal responsibility?”
* The word “magic” appears on p. 34. How does that relate to what he says about magic in section 1?
* On p. 36, after talking about Malcolm X, Coates talks about the “world of dreamers.” What is the significance?

**Section 3 Keys (pp). 47-71 (End of book part I)**

* Pay close attention to how and why Coates starts to sprinkle joy into is his narrative.
* Consider the variety of juxtaposition (contrasts) that have emerged so far in the book, and look closely at what juxtaposition (contrasts) in Coates’ life are emphasized in this section.
* What is the significance of dance in the section?
* How is Coates affected by the women he meets at Howard?
* Think about the role of women throughout Coates’ life.
* What is the significance of Prince Carmen Jones.

**Section 4 Keys (pp. 75-108) (start of book part 2)**

* How does the “The Dream” corrupt blacks as well as “people who consider themselves white”?
* What was “poured into” Prince Carmen Jones?
* What is the historical significance about the site of the World Trade Center? Why does Coates’ emphasize this? What are his feelings about 9/11?
* What is the significance of the encounter Coates and his son have while walking home from a movie in NYC?
* What is the central juxtaposition/contradiction for Coates relating to being a father?

**Section 5 Keys (pp. 108-135)**

* What is the significance about the anecdote about the black family in Chicago and the repossession of their home?
* How does Coates feel about his son the pursuit of The Dream?
* What is the significance of Jordan Davis?
* What is the significance of Coates’ trip to France?
* What is ironic about the trip to France?
* What does Jordan Davis’ mother say to Coates’ son?
* Why is Coates’ proud of his own son? How does he feel his son is different from himself?

**Section 6 Keys (pp. 135-146)**

* What is the significance of Coates’ interview with Dr. Mable Jones?
* What is ironic about Prince Carmen Jones’ upbringing?
* How does the conversation with Dr. Mable Jones relate to the theme of “past and present”?
* In section 1, Coates’ asks, “how do I live free in this black body?” How does he address that questions at the conclusion of the book? Is the question answered?
* Go through all of the considerations at the top of the assignment.

**Questions to accompany Summer Reading Essays 2022**

**Directions:** Read the questions for each essay before you read the essay to give yourself a focus while reading. Then, Answer the questions thoroughly. Please type your answers.

Malcolm X “Coming to An Awareness of Language”

1. In paragraph 8, Malcolm X remember thinking how he would “sound writing in slang” and feeling inadequate because he recognized how slang or street talk limited his options. In what kinds of situations is slang useful and appropriate? When is Standard English more appropriate?
2. For many, “vocabulary building” means learning strange, multisyllabic, difficult to spell words. But acquired an effective vocabulary does not need to be any of these things. What, for you, constitutes an effective vocabulary? How would you characterize Malcolm X’s vocabulary in this narrative? Did you find his word choice suited to what he was trying to accomplish? Explain.
3. What is the nature of freedom that Malcolm X refers to in the last sentence? In what sense can language be said to be liberating? Is it possible for people to be “prisoners” of their own language? Explain.
4. Malcolm X did not just study the dictionary; he wrote out each word and its definition. Was this writing just busywork or did it serve a purpose? Explain

Russel Baker “American Fat”

1. What is Baker’s attitude toward those who “fatten” the language?
2. When does “fat” language work and not work? (according to both you and Baker?”
3. From your reading or experience, give examples of those who use “fat” language and explain their purpose and intent.

William Golding “Thinking as a Hobby”

1. Why would Golding rearrange the statuettes in the headmaster’s study if he were to return?
2. What is the Godling’s message about thinking? What are your thoughts on thinking?

George Orwell “Politics and the English Language”

1. George Orwell argues against the “belief that language is a natural growth and not an instrument which we shape for our won purposes” (para 1). Explain why you do or do not agree with Orwell’s position.
2. Why does Orwell object to “ready-made phrases” and “mixed metaphors” (para 12)?
3. In paragraph 12, Orwell says that every writer “ask(s) himself at least four questions: What am I trying to say? What words will express it? What do you think of these questions? Do you agree or disagree that they are the most essential questions for writers to ask themselves? Explain why?
4. What does Orwell mean when he asserts, “But if thought corrupts language, language can also corrupt the thought” (para 16)?
5. Do you agree with Orwell that “correct grammar and syntax…are of no importance so long as one makes one’s meaning clear” (para 18)? Explain. If you do agree, cite examples from your won experience or reading that support your position.