



Austin High School Incoming 11th grade American Studies AP Language and Composition for 2020-2021 Summer Reading Assignment

Welcome to Advanced Placement English Language and Composition. This is a nonfiction course where reading, writing, and analysis will support you in your college endeavors. Additionally, you will be prepared to take the AP exam in the spring where you may receive college credit. To ensure your brains remain fresh and engaged as readers during the summer break, we ask you to make six selections from the sources provided on this assignment sheet. Each article should deal with a different social issue, so choose the ones that appeal the most to you! In August, we will immediately examine these social issues in various contexts and begin in earnest to study the elements of argument.

The Assignment

1. Select one article *from six different sources* on the list. You will need hard copies of each article or the ability to access via URL online for each article you analyze. Read and enjoy the articles! **You *MUST* finish reading your six articles and have hard copies or an ability to electronically access those articles on the first day of school.** As a class, we will have a thorough investigation of rhetorical techniques as we lay the foundation for our year-long study of rhetoric and argument. Any notes or annotations regarding the author's purpose, tone, audience, or style will help support you with class discussions and writing.
2. Over the summer, complete a SOAPSTone analysis for each article, making note of the author, title, and source; we will work with you to create a separate MLA Works Cited page. Each article's SOAPSTone analysis should be completed on a separate sheet of paper, and each paper should have an MLA heading. See the Purdue OWL MLA Formatting page if you need help. <https://owl.english.purdue.edu/owl/resource/747/13/>

What should the SOAPSTone analysis contain?

For each of the six articles, you will write a response focused on Speaker, Occasion, Audience, Purpose, Subject, and Tone (SOAPSTone). Responses should address rhetorical techniques, **not simply plot summary**. Response should be written in thorough, thoughtful, and **complete sentences**.

SOAPSTone Responses:

You must complete all elements for each article:

- **Speaker:** Identify the speaker's role, age, gender, class and education. What can you tell about the speaker that helps you understand his/her point of view? What may his/her possible biases be? (3 sentences minimum)
- **Occasion:** What is the mode/time/place of the piece? When and why was it written? Identify the context of the text. Occasion is different from setting. You are focusing on the piece itself, not the events it presents. (3 sentences minimum)
- **Audience:** To whom is the author directing the piece? Describe the characteristics of this audience. (3 sentences minimum)
- **Purpose:** Why did the author write this text? What is his/her goal? What does the author want the audience to do as a result of reading this text? This response should include an "in order to" phrase. (2 sentences minimum)
- **Subject:** What topics, content, and ideas are the focuses of this text? How does the author present the subject? Is there more than one subject? (3 sentences minimum)
- **Tone:** What is the writer's attitude towards the subject in the article? What is the effect of that choice of tone? Tone is different from mood. Focus on the author's attitude, not the audience's. (3 sentences minimum)

Grading Criteria

This assignment will count as a Level II grade for the 1st 6-week grading period. You will be assessed on the following criteria:

- The assignment is complete (total of 6 analyses) and typed.
- Each response clearly indicates the author, title, and source of the article.
- The responses should thoroughly analyze each article as a whole. Each article should focus on a different social issue.
- The responses demonstrate thorough and insightful comments with regard to SOAPSTone.
- The writing demonstrates stylistic maturity with effective command of the elements of writing and organization.

Sample Response for “Subject” portion of SOAPSTone Response:

(Alberto Urrea, “The Rules of the Game,” *The New Yorker*, May 2017)

Urrea focuses on illegal immigrants as people, not statistics. The opening sentences with their series of descriptions of these lost souls is gripping in its simplicity. Men who are unable to “blink up a tear” who are “burned nearly black” with “lips huge and cracking” pull his audience immediately into their mystery (43). This opener, coupled with the foreboding title, causes the reader immediate curiosity concerning the subject. The realization that this could be any human, including the reader, contributes immediately to the effectiveness of Urrea’s argument.

What if I need help on the assignment?

If you have any questions over the summer, please feel free to contact one of the following 11th grade teachers for assistance: Ms. Stanley at jamie.stanley@austinisd.org , Ms. Kelley at kat.kelley@austinisd.org or Ms. Cooper at nadine.cooper@austinisd.org .

Academic Integrity:

Summer reading assignments help your English teacher gauge your critical reading, writing, and thinking skills. Therefore, all work should be completed independently; do not partner with a friend, or receive too much help from a tutor or parent.

Work submitted will be screened through a plagiarism clearinghouse. Do not conduct any research online or seek out sources like gradesaver, sparknotes, cliffsnotes, schmoop, etc. which are websites designed to take advanced texts and simplify them for the reader. Using online sources like these websites is prohibited in the [Austin High ELA Plagiarism Policy](#) . Our expectation is that you read the text and work independently with the text assigned, even if you have to grapple with some analysis. If you have any questions, please reach out to an English teacher listed on the assignment. We're here to help!

What am I reading? Visit <https://www.e-history.org/summer-assignment-for-american-studies.html> to access the Pocahontas and Columbus articles below.

Pocahontas Excerpts

- ["Redesigning Pocahontas: Disney, The 'White Man's Indian,' and the Marketing of Dreams" by Gary Edgerton and Kathy Merlock Jackson, 1996](#)
- [Pocahontas: Medicine Woman, Spy, Entrepreneur, Diplomat by Paula Gunn Allen, 2004](#)
- ["Letters to Queen Anne of Great Britain" by Captain John Smith, 1616](#)
- [Living with Europeans by Daniel Richter, 2002](#)
- ["Did Indians Really Help the European Settlers?" by Alexandra Harris, 2018](#)
- ["Is it True That Pocahontas Saved John Smith from Execution?" by Tanya Thrasher, 2018](#)

Columbus Excerpts

- ["What were Some of the Accomplishments of Native Americans at the Time Europeans First Arrived in the Western Hemisphere?" by Arwe Nuttall, 2018](#)
- ["Wilma Mankiller Reflects on Columbus Day" by National Public Radio, 2008](#)
- ["Were the Americas a Vast, Untouched Wilderness When Europeans Arrived?" by Alexandra Harris, 2018](#)
- ["The Becoming of the Native: Man in America Before Columbus" by N. Scott Momaday, 1993](#)
- ["Examining the Reputation of Christopher Columbus" by Jack Weatherford, 1989](#)
- [*Columbus: The Four Voyages* by Laurence Bergreen, 2011](#)