

## AP ENGLISH LANGUAGE—SUMMER ASSIGNMENT

**NOTE: This summer assignment—complete and typed—is due the first day of classes. No exceptions!! You will also need to submit your complete assignment to turnitin.com, so be sure to save an electronic version of your work. Directions for submitting to turnitin.com will be given during the first week of the semester.** These assignments are intended to challenge your critical reading skills and strengthen your writing skills. Complete EACH category.

**Category One: Take Notes**—read pages 257-270 and pages 289-302 of Writing with a Purpose. Take thorough notes. We prefer that you type these notes, but if you have neat handwriting, you may do that as well.

**Category Two: Non-Fiction Style analysis**—read the speech below. Then thoroughly answer each of the following questions.

### Abraham Lincoln's Second Inaugural Address Washington, D.C. March 4, 1865

At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention, and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil war. All dreaded it--all sought to avert it. While the inaugural [sic] address was being delivered from this place, devoted altogether to *saving* the Union without war, insurgent agents were in the city seeking to *destroy* it without war--seeking to dissole [sic] the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would *make* war rather than let the nation survive; and the other would *accept* war rather than let it perish. And the war came.

One eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union, even by war; while the government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war, the magnitude, or the duration, which it has already attained. Neither anticipated that the *cause* of the conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces; but let us judge not that we be not judged. The prayers of both could not be answered; that of neither has been answered fully. The Almighty has his own purposes. "Woe unto the world because of offences! for it must needs be that offences come; but woe to that man by whom the offence cometh!" If we shall suppose that American Slavery is one of those offences which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South, this terrible war, as the woe due to those by whom the offence came, shall we discern therein any departure from those divine attributes which the believers in a Living God always ascribe to Him? Fondly do we hope--fervently do we pray--that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue, until all the wealth piled by the bond-man's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash, shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord, are true and righteous altogether"

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan--to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all nations.

Questions on reverse.

1. How would you characterize the speech's diction as a whole? (In your answer, be sure to include adjectives to describe Lincoln's diction and references from the speech to support your reasoning.)  
For this answer, we are expecting a developed paragraph.
2. Based on the type of diction Lincoln uses, what is the tone of the passage?
  - a. To do this, list numerous words and phrases Lincoln uses and explain the connotation behind each word or phrase.
  - b. Then, based on the connotative value of those words and phrases, define the underlying feeling. (In your answer, be sure you have adjectives to describe Lincoln's tone and examples from the speech to support this analysis.)
 So, for this answer, we will expect to see your thinking in a list, and your conclusions in a developed paragraph.
3. Analyze Lincoln's purpose in this speech.
  - a. What do you think he hoped to accomplish?
  - b. What gave you insights into his purpose? Include references to the speech.
 Again, we are expecting a developed paragraph.
4. Judge the effectiveness of Lincoln's speech. In other words, do you think the speech accomplished Lincoln's purpose? Thoroughly explain your judgment; use examples from the speech, if necessary.  
You guessed it—we'd like to see a developed paragraph.

**Category Three: A Watershed 20<sup>th</sup> Century Work**

Read J.D. Salinger's novel, The Catcher in the Rye. During the first week of school, you will respond by taking a close reading quiz. Read the book with an eye for developing themes, character development, plot development, symbolism, the author's style, and how the style of the narration influences theme. You should take notes on these ideas as you read.

You can prepare for this timed write by reading carefully and taking notes as you read (this will prepare you for an in-class assessment on the novel). Look for recurring ideas, symbols, themes, and situations. Think about what you've learned about diction and tone. The in-class activity is designed to allow us to discover your strengths as a critical reader and writer.

**Summer Assignment Checklist**

**On the first day of school, I will arrive with a completed, TYPED packet that includes:**

- \_\_\_\_\_ Typed or neatly written notes from *Writing with a Purpose*
- \_\_\_\_\_ My thorough and typed answers to the questions about Lincoln's speech (In MLA format).

During the first week of school, I will be ready to:

- \_\_\_\_\_ Complete a close-reading quiz on Salinger's The Catcher in the Rye
- \_\_\_\_\_ Use my Lincoln notes to complete an in-class essay