



## Summer Assignment for AP English Language and Composition (11th Grade)

Welcome to your 11th grade English class: AP English Language and Composition! In this class, you'll learn about the elements of argument, rhetoric, and composition as you develop your critical-reading and writing skills. You'll read and analyze both fiction and nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade your reader of something. In AP English Language and Composition, we focus on three main skills:

- 1) **Analyzing arguments:** Identifying a writer's claim and evaluating the effectiveness of their supporting evidence and reasoning.
- 2) **Synthesizing perspectives:** Putting different writers from various genres, disciplines, or time periods in conversation with each other to arrive at a broader understanding of a topic.
- 3) **Reading like a writer:** Identifying and analyzing the various choices a writer makes within their craft to appeal to their audience and communicate their ideas.

This summer assignment is designed to give you a jumpstart towards mastering these skills. Please put your best effort into completing this work, as our first discussions in this class will build off of it.

We ask that you type this assignment. An electronic copy of this assignment is available on Google Classroom, along with PDFs of the required texts. You are also encouraged to buy your own copies of the books or check them out from the library.

**Summer Assignment Google Classroom Join Code: m7ffn6pr**

### Checklist:

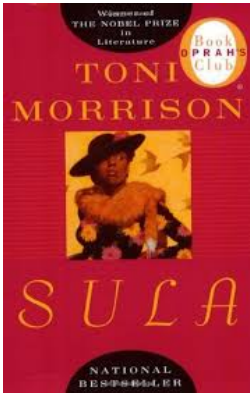
- ☐ Read *Sula* by Toni Morrison (fiction)
- ☐ Complete the literary analysis graphic organizer for *Sula* (50 points)
- ☐ Read *The Fire Next Time* by James Baldwin (nonfiction)
- ☐ Complete the rhetorical analysis graphic organizer for an essay in *The Fire Next Time* (50 points)
- ☐ Write an argumentative synthesis essay about ideas present in both texts (prompt on the next page). (100 points)

**Due Date: Friday, August 15, 2025**

**Total Points: 200**

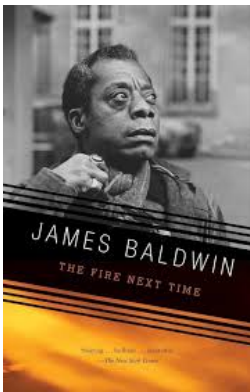
**Academic Integrity:** It is necessary that students do their own work. Acts of academic dishonesty, such as cheating or plagiarism, are very serious violations at BLSYW. Students who fail to maintain BLSYW's standards of academic integrity on this assignment will be subject to both academic and disciplinary consequences. Do not copy work from another student, the internet, or AI.

## Required Reading



### Fiction Text: *Sula* by Toni Morrison

*Sula and Nel were born in the Bottom—a small town at the top of a hill. Sula is wild and daring; she does what she wants, while Nel is well-mannered, a mama's girl with a questioning heart. Growing up, they forge a bond stronger than anything, stronger even than the dark secret they have to bear. Strong enough, it seems, to last a lifetime—until, decades later, as the girls become women, Sula's anarchy leads to a betrayal that may be beyond forgiveness.*



### Nonfiction text: *The Fire Next Time* by James Baldwin

*A national bestseller when it first appeared in 1963, *The Fire Next Time* galvanized the nation and gave a passionate voice to the emerging civil rights movement. At once a powerful evocation of James Baldwin's early life in Harlem and a disturbing examination of the consequences of racial injustice, the book is an intensely personal and provocative document. Described by *The New York Times Book Review* as "sermon, ultimatum, confession, deposition, testament, and chronicle...all presented in searing, brilliant prose," *The Fire Next Time* stands as a classic of our literature.*

An **argumentative synthesis essay** is an essay that combines ideas from multiple texts to support an original argument about an issue.

**Argumentative Synthesis Essay Prompt:** In *Sula* by Toni Morrison and *The Fire Next Time* by James Baldwin, both authors explore the tension between individual identities, desires, and societal prejudices. Write an essay that synthesizes evidence from both *Sula* and *The Fire Next Time* to develop an argument about what sacrifices a person should or should not have to make in order to prosper in American society.

- ☐ Write at least 5 paragraphs (Introduction, three body paragraphs, and a conclusion)
- ☐ Include a thesis statement that provides a defensible position.
- ☐ Introduce, cite, and explain at least two direct quotes from each book (four quotes total) as support, in addition to paraphrases and summaries that are in your own words.
- ☐ Explain how your evidence supports your line of reasoning.
- ☐ Use correct grammar, spelling, and punctuation.
- ☐ Type essay in 12-point Times New Roman Font, double spaced. Submit to Google Classroom.

## Argumentative Synthesis Essay Scoring Rubric

|  | <b>High<br/>30 points</b>   | <b>Medium<br/>25 points</b>   | <b>Low<br/>18 points</b>   | <b>Missing<br/>0 points</b>  |
|--|---|---|--|--|
| <b>1. Thesis and Argument<br/>(30 points)</b>        | The thesis is clear and directly addresses the prompt. The argument is insightful, well-organized, and thoroughly developed, using strong evidence from both books. | The thesis is somewhat clear and partially addresses the prompt. The argument has some organization and development, but lacks strong evidence from both books. | The thesis is missing or does not address the prompt. The argument is very weak, with little to no evidence from both books. | No thesis or argument is present.  |
| <b>2. Use of Textual Evidence<br/>(30 points)</b>    | Integrates strong and relevant evidence from both books effectively to support the argument. Evidence is well-chosen and clearly explained.                         | Integrates some relevant evidence from both books to support the argument. Evidence is somewhat well-chosen but may lack clear explanation.                     | Uses minimal or irrelevant evidence from both books. Evidence is not explained or poorly explained.                          | Does not use any textual evidence from the books.                            |
| <b>3. Organization and Coherence<br/>(30 points)</b> | The essay is very well-organized and easy to follow. Transitions between ideas and books are smooth and logical.  | The essay is somewhat organized and somewhat easy to follow. Transitions between ideas and books are somewhat logical.  | The essay is poorly organized and hard to follow. Transitions between ideas and books are weak or missing.                   | No organization is present.  |
| <b>4. Style and Conventions<br/>(10 points)</b>      | Writing is very clear, engaging, and uses a mature style. Few or no grammar, spelling, or punctuation errors.<br><b>10 points</b>                                   | Writing is somewhat clear but not very engaging. Several grammar, spelling, or punctuation errors.<br><b>8 points</b>   | Writing is unclear and not engaging. Many grammar, spelling, or punctuation errors.<br><b>6 points</b>                       | Writing is unreadable or does not follow any conventions.<br><b>0 points</b> |

### Literary Analysis Graphic Organizer for *Sula* by Toni Morrison

As you read *Sula*, analyze the author's use of literary devices on the table below. Please use complete sentences.

| Literary Devices + Definitions  | Your Response | Quote from the Text as Support |
|---|---------------|--------------------------------|
| <b>Setting</b><br>Where does the story take place? What is the time period? How does this setting contribute to the drama or conflict of the story?   |               |                                |
| <b>Characters</b><br>Who are the key characters? What are their personalities? How do their personalities and relationships contribute to the drama of the story?   |               |                                |
| <b>Plot</b><br>What is the sequence of key events? How do these events contribute to the drama of the story?  |               |                                |
| <b>Conflict</b><br>What is the central conflict of the story? How does this conflict contribute to the novel's themes?  |               |                                |
| <b>Point of View</b><br>What type of narrator does the story have? Is the narrator a character in the story, or is it a third person omniscient narrator? What are some key messages that the narrator communicates in the story? |               |                                |
| <b>Figurative Language</b><br>What are three key examples of figurative language from the novel? (Such as metaphor, simile, and personification.) How does the use of this language enhance the novel?                            |               |                                |
| <b>Style</b><br>Describe the author's writing style (tone, diction, word-choice, etc.). How does this style help to contribute to the development of drama and key themes?  |               |                                |

### Rhetorical Analysis Graphic Organizer for *The Fire Next Time* by James Baldwin

As you read *The Fire Next Time* by James Baldwin, choose one essay from the book and analyze the author's use of rhetorical devices on the table below.

**Title of Essay (Write here):**

| Rhetorical Devices + Definitions   | Your Response | Quote from the Text as Support |
|--|---------------|--------------------------------|
| <b>Speaker</b><br>Provide detailed information about the author.   |               |                                |
| <b>Audience</b><br>Who is the intended audience of this piece? In other words, what sort of people is the author trying to reach? Provide support for your answer.   |               |                                |
| <b>Purpose</b><br>What does the author hope to accomplish with this piece of writing? What problems do they identify and what solutions do they suggest, in view of this purpose?  |               |                                |
| <b>Context</b><br>What is the setting and time period behind this piece of writing, and how this might contribute to the development of the big ideas in the text?   |               |                                |
| <b>Exigence</b><br>What is the author's reason for writing? In other words, what is the need or demand that has prompted or inspired the writer?   |               |                                |
| <b>Choices</b><br>What different forms of evidence does the author use to develop and support his/her purpose? Categorize the forms and provide examples of each.  |               |                                |
| <b>Appeals</b><br>What techniques (such as ethos, logos, and pathos) does the author use to appeal to the audience? Consider a variety of techniques as well as how/why they help the author appeal to the specific audience for the specific purpose. |               |                                |
| <b>Tone</b><br>What is the author's tone? (for example: Impartial? Whimsical? Academic? Angry? Impassioned?) How does he/she establish this tone through his/her language?   |               |                                |

## SUGGESTED Work Completion Timeline

**Everyone knows that waiting until the last minute is a recipe for disaster! Use the following timeline to help keep yourself on track throughout the summer.**

Friday, June 27 - Finish reading *Sula*.

Thursday, July 3 - Finish the literary analysis graphic organizer for *Sula*.

Friday, July 25 - Finish reading *The Fire Next Time*.

Friday, August 1 - Finish the rhetorical analysis graphic organizer for *The Fire Next Time*.

Friday, August 15 - Finish the argumentative synthesis essay about both texts **(Hard deadline for all assignments)**.

### Need support?

- Google Classroom has links to full-text PDFs and audiobooks of the texts, if available.
- Additional reference materials, study questions, and essay planning graphic organizers are provided on Google Classroom to assist you in your comprehension and writing. These are just supplemental aids and will not be graded.
- Email **Ms. Champion** with any questions or requests for help on your work: [cchampion@blsyw.org](mailto:cchampion@blsyw.org)
- Requests for an extension on the Friday, August 16 deadline should be sent to Ms. Champion for consideration, along with an explanation of why the extension is needed.