

# SUMMER READING 2020

## English II Honors - AP Seminar

### Welcome to AP Seminar!

AP Seminar can be described as “a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives” (College Board). What does this mean for you as a student? How is this different from other AP Courses? The answer: a challenging, yet gratifying, year of critical thinking, analysis, research, and collaboration that will help you gain confidence with your own voice in writing and speaking! The performance tasks as part of your AP test will require you to analyze author’s arguments through a variety of perspectives, examine and problem solve real-world issues, and develop and defend your own credible arguments, both individually and collaboratively in the form of written research papers and oral presentations.

To prepare you for these rigorous assessments, you will have a combination of tasks to complete throughout the summer, detailed on the pages that follow. The work you do for this assignment will be used to prepare for a *Socratic Seminar* early in the school year. To get started, join our Google Classroom by using the code below and read on to the next pages.

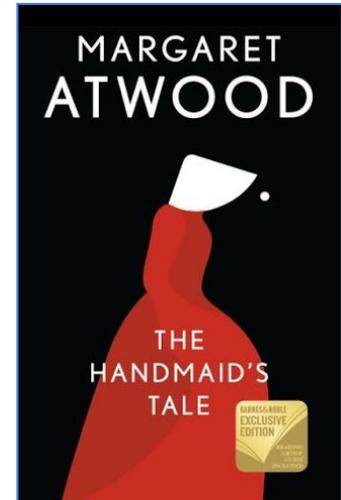
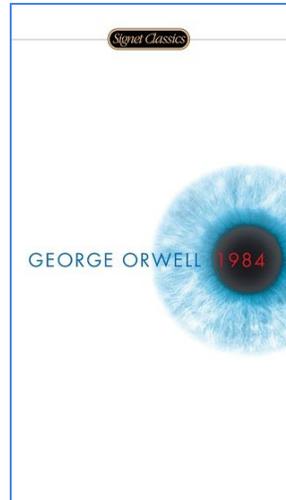
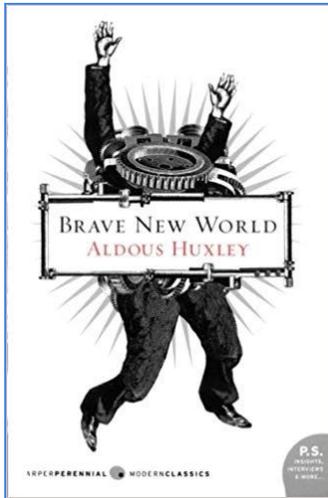
**Google Classroom Code: 4w4amcn**

Please contact me, Ms. Burke, at [jburke@roxbury.org](mailto:jburke@roxbury.org) with any questions!

# THE ASSIGNMENT

## Part 1: Dystopian Novel and Annotations

The first component of your summer assignment is to read and annotate a classic work of dystopian literature. For this, you will have the choice of *Brave New World* by Aldous Huxley, *1984* by George Orwell, and *The Handmaid's Tale* by Margaret Atwood. Click the hyperlinked images below to learn a little about each! Be sure to read the description AND check out the first few pages inside the cover to get a feel for the prose.



Complete [this form](#) telling me what book you have chosen by Friday 6/19.

You have two options for obtaining your copy of the book:

- You can [buy your own](#) online if you prefer to write your annotations directly on the page or...
- You can [borrow a school copy](#) by [making an appointment to pick up from Mr. Schmidt](#)

Once you have your book, you are almost ready to start annotating. One key element of annotating is making connections, and I want to give you a headstart. As I will share on Google Classroom, Week 1 of the summer you must [read "5 Things to Know About Dystopian Fiction"](#) and [The Universal Declaration of Human Rights](#) in order to [complete this Google Form assignment](#). As you read your novel, you should make specific connections to the characteristics of dystopian literature and which rights are endangered in that author's fictional society.

Once you've completed those steps, you are ready to [start reading and annotating](#). You should aim to finish your novel before Week 8 of the summer.

[You can find directions and the rubric for annotations here.](#)

## Part 2: Synthesis Tasks

My main objective of the summer is to get a feel for your ability to ***synthesize ideas to write arguments***. In AP Seminar, we are going to be reading widely, immersing ourselves in texts from all different academic fields. A goal of the course is to support your original arguments by bringing together (synthesizing!) ideas from such a variety of texts.

That is why in addition to reading your novel, you will be reading supplementary text sets that each explore a common theme of dystopian literature. In Week 2-3, you will read about **surveillance**, Weeks 4-5 will consider **ensorship**, and Weeks 6-7 contain readings about **conformity**.

Your task accompanying each text set is to:

1. Develop an original thesis statement about the overarching theme.
2. Write 1-2 paragraphs arguing your thesis, referencing textual evidence from at least two sources in the text set that illustrate, prove, and support your claim.

These assignments will be shared via our Google Classroom page and are also linked on the next page.

[Find tips for developing a thesis statement, examples, and the rubric here.](#)

## Part 3: Socratic Seminar Preparation

By the final two weeks of the summer, you will have finished reading your novel, the *Universal Declaration of Human Rights*, and each text set. Now, it is time to bring everything together. Early in the school year, you will be participating in a Socratic Seminar, which is a graded discussion that asks you to come prepared with your ideas, refer to the texts, and collaborate with your peers to pose new questions and build your ideas.

In preparation for this Seminar, you will be asked to craft a thesis statement on the theme of **freedom**. Your thesis statement should take into consideration your novel, the *Universal Declaration of Human Rights*, and some supplementary readings. You should prepare notes for the Socratic Seminar in the style of an outline, as if you were to go on to write an essay arguing your thesis. Your notes should make it easy for you to reference textual evidence that demonstrates your claims, and should also have prepared questions for your peers to help you continue expanding your thinking. In addition to the novel and *Declaration*, you must reference 2 supplementary sources.

Consider some of these additional thesis statement stems:

- The greatest threat to freedom is...
- Individuals are free when...
- The most important way we can protect freedom is to...
- Freedom comes at the cost of...

Space for you to prepare your notes will be shared on Google Classroom. This component is due the first day of school and will be graded for completion.

## OVERVIEW

### Before Summer:

- Enroll in Google Classroom
- [Fill out Google Form deciding on book by 6/19](#)
- Buy or Pick Up copy of book

### Week 1: June 28 - July 4

- [Read "5 Things to Know About Dystopian Fiction"](#)
- [Read \*The Universal Declaration of Human Rights\*](#)
- [Complete Google Form assignment](#)
- Start reading your novel (recommended finish of 8/16)

### Weeks 2-3: July 5 - July 18

- [Read \*Surveillance\* text set and complete synthesis task](#)

### Weeks 4-5: July 19 - August 1

- [Read \*Censorship\* text set and complete synthesis task](#)

### Weeks 6-7: August 2 - August 15

- [Read \*Conformity\* text set and complete synthesis task](#)

### Weeks 8-9: August 16 - Start of School

- [Preparation for Socratic Seminar](#)