

11-AP Language and Composition Summer Reading/Work- 2026 (read all 4 pages)

This course will focus on non-fiction writing and the rhetorical strategies utilized to make writing persuasive. Our summer reading is designed in light of that focus. Please select books you have not previously read. If you have ANY questions or concerns you can contact me via email: psica@bishopbrady.edu.

You will **read two books** this summer: one memoir and one non-fiction.
You will also **read and analyze two speeches (links included)**.

All the assignments are attached and are **due on our second day of class -either Tuesday/Wednesday September 1/2, 2026**. Read all pages (4) included in the Summer Reading information carefully. To assist you in your selections, I recommend reading an online book synopsis to see which interests you. Amazon Books and Good Reads are two places that typically have valuable information. Good luck; have fun choosing. Happy Reading

Note to Parents, Families, and Guardians: Our Summer Reading suggestions include some titles containing mature themes and content. Thus, we encourage parents and guardians to take an active role in helping individual students choose those books that are the best for them. Several websites, including Common Sense Media and Amazon.com, offer reviews to help parents and students make the best selection for them.

MEMOIR (Pick 1)

1. *Educated* by Tara Westover
2. *A Child Called "It": One Child's Courage to Survive* by Dave Pelzer
3. *Left to Tell: Discovering God Amidst the Rwandan...* by Immaculée Ilibagiza
4. *I Know Why the Caged Bird Sings* by Maya Angelou
5. *The Seven Storey Mountain* by Thomas Merton

NON-FICTION (Pick 1):

1. *Better* by Atul Gawande
2. *Rising: Dispatches from the New American Shore* by Elizabeth Rush
3. *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity* by Katherine Boo
4. *The Lynching of Emmett Till: A Documentary Narrative* by Christopher Metress.
5. *Everything Is Tuberculosis: The History and Persistence...* by John Green

PLAGIARISM STATEMENT

I certify that this assignment/report is my own work, based on my personal study and/or research. I have acknowledged all material and sources used in its preparation, whether books, articles, reports, lecture notes, and any other kind of document, electronic or personal communication. I also certify that this assignment/report has not previously been submitted for assessment in any other course nor has it been AI generated.

Signature _____

AP Language and Composition Summer Reading Assignments.

All written work is to be typed and adhere to MLA formatting. Go to Purdue Owl if you have questions regarding correct formatting. If you have any other questions or concerns, please do not hesitate to contact me: psica@bishopbrady.edu

You will be assessed on the two books (memoir and nonfiction) and the speeches you have read in the following ways:

1. For the **memoir you read: Prepare a One-Pager** (40pts) (See Below for Directions) You may want to annotate while reading to help you with this assignment.
2. For **the nonfiction work** (40 pts total):
 - A. **Create 5 open-ended questions** (15 pts) following the attached information titled “Crafting Open-Ended Questions.” Your questions should be typewritten and will be submitted to our Google Classroom on our second day of class. Throughout the year, you will need to create open-ended questions as preparation for Socratic Seminars which is why you are working on this over the summer.. Do not hesitate to contact me if you are unsure of what to do or need to ask clarifying questions about the assignment. You do not need to annotate your book but it may help you in crafting your questions.
 - B. **In-class, Write a timed Analysis Essay** relating to your non-fiction selection given within the first two weeks of school; the specific date will be set on the first day of class. I recommend that you write a quick paragraph summary, in your own words, after each chapter to help you during the writing assessment (25 points)
3. **Compare two speeches (40 pts):** Read the “Day of Infamy” speech by F.D. Roosevelt then read George Bush’s “Address to the Nation” on 9/11/01.

After reading the speeches, complete the worksheet entitled “Comparing Speeches: Pearl Harbor and 9/11.” Fill in the boxes provided and answer the questions regarding the two speeches. **Bring your completed work to our first block day of class.** Be sure your responses are thorough and done with care. All responses should be answered in complete sentences. When asked to identify words in question #1 you may simply list the words.

LINK to Speeches and Worksheet: [Comparing Speeches Pearl Harbor and 9/11](#)

All Summer Reading Assignments Combine to become your first Test Grade

One-Pager Project (40 pts.) Directions--

A one-pager is a way to visually share key ideas from what you've learned. You'll combine important words, meaningful images, and creative design to communicate the main takeaways from the text.

Think of it as a way to “teach” the essence of the text to someone else—clearly and creatively—on a single page. Be sure details are highly visual and clearly labeled. Please email [me](#) if you need clarification or have questions--do not hesitate! I am always happy to help.

Your One-Pager MUST be on cardstock and Include:

1. **A Border-** Design a border around the page using words, images, and/or quotes that reflect the main themes of the text.
2. **Important Quotes-** Choose at least THREE significant quotations from the text. Remember to properly cite the text and page number. Next to each quote, include a symbol or image that represents it.
3. **Key Images/Symbols-** Draw or create central images that represent important moments, ideas, themes, etc.
4. **Author's Style-** Include a section that illustrates some features of the author's writing style (examples: vivid imagery, symbolism, dialogue, structure, word choice, etc.).
5. **Text-to-World Connection--**Show how this text relates to an issue or situation in our world today. Be thoughtful and specific.
7. **Curriculum Reflection-** On the back of your One-Pager, write a short statement (1-2 well-written paragraphs) arguing why you think this text *does* or *does not* belong in our curriculum. Be honest—and be sure back it up with reasons!
8. **A Key Image-** Draw or create one central image that represents the meaning of the book as a whole.

Tips for Success:

- Plan your layout before you begin.
- Don't be afraid to think symbolically or abstractly.
- Use color and design to guide the reader's eye.
- Make it meaningful, not just pretty

Crafting Open-Ended Questions (15 pts)

--Connects with assignment 2A--

Imagine you are hosting a Book Club and you will be the leader. Then type (MLA Format) Five (5) **open-ended discussion questions** (see below for further clarification) that will cultivate conversation around the big ideas of the text. These are questions that cannot be answered in a word or a sentence and will not have a single, final, and correct answer; but rather are thought-provoking and intellectually engaging. They are likely to spur debate and disagreement and may raise additional questions or spark a desire to know more. Open-ended questions will require support and justification not just an answer.

For example, consider these two questions in relation to the novel *To Kill a Mockingbird*:

1. Is Bob Ewell racist?
2. Have race relations in the United States continued to improve since the 1930's?

The first question in the example (#1 above) is text related and would be answered using information taken directly from the book. It can be answered in 2-3 sentences. This is **NOT** an open ended question!

The second question in the example (#2 above) is open-ended. It clearly relates to *To Kill a Mockingbird* but goes far beyond the content of the novel itself. It could be discussed for days and still, those in discussion may not come to a definitive answer. Certainly, evidence could be taken from the text to argue your point, but so too could evidence and support come from examples, ideas, and information far beyond the text. Some people might argue from a positive perspective while others might have a rather negative perspective. ***These are the type of questions you are being asked to create.***

Please email [me](#) if you need clarification or have questions--do not hesitate!