

AP Language Summer Reading and Writing Assignment (11th Grade)

Read *The Great Gatsby* by F. Scott Fitzgerald and *Outliers: The Story of Success* by Malcolm Gladwell. Then, answer each of the following questions. You can handwrite or type your responses. Provide the question number for each answer. Your responses should be at least six to ten sentences per question. You also need to provide specific examples from the texts to support your responses. You are encouraged to incorporate one or two direct quotes per question (with page number citations). Your responses need to be well argued and thoroughly supported with the assigned texts.

***You should expect a reading comprehension test for all assigned texts the first week you return to school. The texts will be used in the first nine weeks as you are introduced to rhetorical analysis and argumentative writing.**

1. In *The Great Gatsby*, is Nick Carraway a reliable narrator? Why?
2. Who is ultimately at fault for the death in Chapter 7 of *The Great Gatsby*? You may choose any character, but your argument should be supported with evidence from earlier portions of the novel.
3. Is Daisy correct? Is the best thing a girl can be in the world “a beautiful little fool”? Use evidence from the text AND from your own observations (media, cultural norms, etc.) or experiences.
4. Explain Nick’s argument when he says, “So we beat on, boats against the current, borne back ceaselessly into the past.” (Many write about the American Dream, but you may have a different spin on it.)
5. Explain Gladwell’s theory about what makes a person successful. You should use evidence from at least three different chapters, and your analysis of his theory should be complex (Hint: the answer is not simply “to practice something for 10,000 hours”). Do you agree with his assessment? Why?
6. After reading *Outliers*, which is more important for success: opportunity or legacy? Why?
7. In *Outliers*, choose one chapter from Part One: Opportunity and one chapter from Part Two: Legacy. Complete the attached SPACE CAT chart, one for each chapter you choose. Be sure to label each chart with the appropriate chapter title. You may write by hand on the charts or draw or type your own charts without the questions if you prefer.

SPACE CAT

Name _____

Text Title _____

| | | |
|----------|--|--|
| S | SPEAKER: Who is the speaker/writer? What do we know about them? What can you tell or what do you know about the speaker that helps you understand the point of view expressed? | |
| P | PURPOSE: What is the speaker/writer hoping to accomplish? What is the reason behind this piece? What do they want the audience to do after having listened? | |
| A | AUDIENCE: Who is the speaker/writer trying to reach? How do we know? Do they indicate a specific audience? What assumptions exist in the text about the intended audience? | |
| C | CONTEXT: What is the time and place of this piece? What is happening in the world as it relates to the subject of the speech or the speaker/writer? | |
| E | EXIGENCE: What was the spark or catalyst that moved the speaker/writer to act/write? How did that event impact the speaker/writer? | |
| C | CHOICES: What are the rhetorical choices that the speaker/writer makes in the speech? Think about overall structure, devices, diction, syntax, etc. | |
| A | APPEALS: Which of the three rhetorical appeals (ethos, logos, pathos) are present in the text? Where? Why? | |
| T | TONE: What is the speaker/authors attitude toward the subject? Is the tone the same throughout the whole piece? Where does it shift? What evidence is there to demonstrate the tone? | |

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| E | EXIGENCE: What was the spark or catalyst that moved the speaker/writer to act/write? How did that event impact the speaker/writer? | |
| C | CHOICES: What are the rhetorical choices that the speaker/writer makes in the speech? Think about overall structure, devices, diction, syntax, etc. | |
| A | APPEALS: Which of the three rhetorical appeals (ethos, logos, pathos) are present in the text? Where? Why? | |
| T | TOPE: What is the speaker/authors attitude toward the subject? Is the tone the same throughout the whole piece? Where does it shift? What evidence is there to demonstrate the tone? | |