

English II AP Language and Composition

Summer 2025 Assignment



Kelly Finn

kfinn@cornwallschools.com

"Without knowing the force of words, it is impossible to know more."

-Confucius

As the teacher of English IIAP at CCHS, I would like to first commend you for accepting the challenge and signing up for the course. English IIAP is designed in alignment with the College Board and NYS ELA standards and offers a more in-depth examination of literature and language than a traditional, Regents-level course. English IIAP will be very rigorous in its focus; you will spend a great deal of time crafting your writer's voice and honing your critical thinking skills. Additionally, your junior year is highlighted by many academic "milestones;" IIAP will ideally prepare you to meet each one with aplomb. Specifically, IIAP will address the following benchmarks:

- SATs
- College and career search
- The ELA Regents Exam-taken in June of 2026
- The English Language and Composition Advanced Placement Examination - taken in May of 2026

Here are some housekeeping considerations as you get started:

- Google Classroom - I will be sending you an invitation; you are encouraged to join ASAP so that you can access the various materials and get started.
- Due Dates:

- Parts I and II of this assignment are due on **Friday, September 5th**
- Part III will be due on **Monday, September 8th**.

Late assignments will NOT receive credit!

- Extra Credit - Keep an eye on the Google Classroom and your emails. I will be putting extra credit opportunities in the classroom over the summer--these can really give your grade a lovely boost! Stay tuned...

My hope is that your upcoming experience in IAP will be one characterized by growth and abundant learning. Though challenging, this course can also be very rewarding, and I encourage you to give it the effort required for success. I truly look forward to working with you. Enjoy your summer!

Best,

Ms. Finn, II AP English Teacher

kfinn@cornwallschools.com

Official English I/AP 2025 Summer Assignment

This year's summer assignment and entire school year in AP Language and Composition will focus on one essential/guiding question:

How is meaning in our lives created and affected by language?

You are encouraged to contemplate this question, and all the sub-questions that arise from it, as you engage each component of the summer assignment.

Part I-Personal Response Essay - 500 words

1. Read [The Teen-Disengagement Crisis](#), written by Jennifer Anderson and Rebecca Winthrop, and published in *The Atlantic*. Annotate the article thoughtfully (**you will be required to upload photos of your annotations**).
2. What exactly does it mean to be educated? How do you see yourself as a student? Contemplate your identity thus far-as both a learner and as a thinker, and reflect on these questions, in the context of what the authors discuss, and the findings they present, as it pertains to your personal academic journey.
3. **Write a 500 word personal reflection** that intertwines a critical thesis about your education and identity as a student with the points that Anderson and Winthrop make in their article. Sophisticated responses will make specific references to the text. **This must be handwritten!**

Part II- Language as Discourse and Sociocultural Revelation-The Lesson Plan

For the second part of the summer assignment, you will design a 45 minute, bell-to-bell, teachable lesson plan that focuses on famous speeches as a reflection of language and culture. Specifically, you must do the following:

1. Select a **relevant, academic, societal topic** that you'd like to teach (consider important concepts and themes in our world.) Note that this can be any aspect of society.
2. Find **3 different speeches from 3 different time periods** that are about your selected subject. Note: One of your speeches must be from the 21st

century! The other two speeches you use should be from two other centuries in the UNITED STATES.

Note: this is not a history lesson, and you should mindfully keep your focus on language and the author's choices as a reflection of societal conditions and standards.

Analyze the language used as a reflection of the culture of the time period, incorporating your rhetorical awareness of the writer's choices and their impact on both society and the speech itself. Be specific as you contemplate!

After developing your understanding of your chosen subject matter and gathering your speeches, please create a 45 minute lesson chock full of activities that engage your students in a quest to answer our essential guiding question by way of your chosen topic.

You must utilize Bloom's Taxonomy and the Theory of Multiple Intelligence as you plan your lesson. Your lesson must include at least 4 of the intelligences, and activities that reflect the top three tiers of Bloom's Taxonomy Pyramid. (No worries, there are resources for multiple intelligence and Bloom in the Google Classroom!)

****Please note that your lesson should NOT be *about* Bloom or MI; rather, your lesson should *incorporate* both as you design activities for it.****

- Clear objectives that reflect outcome-based goals - must have minimally 4.
- Clear Anticipatory Set (Do-Now)
- Clear outline of student-activities.
- Clear outline of Teacher (your) activities.
- Clear indication of time allotted for each activity.
- Clear Closure of the lesson

- Clear assessment (note - assessment=test that measures whether or not your objectives were met.) The assessment should be assigned outside of class-time.
- MLA Formatted Works Cited Page (NO WIKI ANYTHING).

Be sure to label every section clearly!

Part III-Rhetorical Analysis-Narrative of the Life of Frederick Douglass

Frederick Douglass was a former slave who became a renowned public speaker, politician, educator and anti-slavery advocate during the 19th century. He traveled throughout America and abroad, with other abolitionists, sharing his stories and views on the slave system. In 1845 he published his autobiography, *Narrative of the Life of Frederick Douglass*, a powerful text widely read and praised by abolitionists of the time.

You will be reading Douglass' autobiography, the first full length text that we will use to develop rhetorical awareness and skills. Douglass, like most writers, addressed his audiences with specific, intended purposes; in return he hoped those audiences would be affected and would respond. After reading the *Narrative*, you should be able to answer the following question:

How does Douglass make an effective argument against slavery?

Guide for note-taking: In each chapter of the *Narrative*, Douglass builds an argument against the institution of slavery, commenting on its effects on slaves and slave owners, morality, and religion. Your job will be to analyze HOW he effectively builds this argument, using rhetorical strategies. **For each chapter, excluding the Appendix, try to establish Douglass' rhetorical objective and identify and analyze the specific rhetorical strategies he employs to achieve those objectives. Cite 2-3 powerful examples from the text for EACH chapter. Your notes should be handwritten and will be used for class discussion and writing.**

Please have the *Narrative* read by Monday, September 8th