

## AP Language and Composition iPad Summer Assignment

Dear students,

Thank you for taking the plunge with me to indulge in what I hope is one of the most engaging and terrifying classes at Wiregrass Ranch High School – AP Language and Composition. By the end of this course, you should be writing at the level of a college student; in fact, I expect your writing to be stronger than most students I attended college with. To prepare for this course, please complete the following assignments by **Monday, August 22<sup>nd</sup>**:

1. Buy a copy of Barron's AP English Language and Composition, 6th edition.
2. Complete the **multiple-choice** section of the Diagnostic Test in Chapter 2. While you are testing, time yourself. Circle the questions you are confused on. I am encouraging that you annotate the passages, looking for the author's tone and any rhetorical devices you find. Once 60 minutes have elapsed, mark that section on your test, and then continue working on the test until you are completely finished. When you are done, write your final time on your test.
3. Once you have completed the test, check your answers in the back of the book and score yourself. Finally, look over the questions you missed and the questions you luckily guessed on and read the answer explanations at the end of chapter 2.
4. Using the answer explanations, create a list on your iPad of all of the terms and words (especially tone words) you are unfamiliar with. There is a glossary of terms in the back of the Barron's book. You may use Quizlet, a notes document, or even physical flashcards if you so choose. This will be a working list that we will be adding to throughout the year, so make sure you choose a medium you are comfortable with.
5. Flip to the 2015 Question 2 Prompt. Read over the directions carefully. You should seek to understand what the author's message is and how the author achieves that message through rhetoric and language. Then, write an essay response. This essay should be your first draft, handwritten and unrevised. Again, time yourself. Once 40 minutes have elapsed, mark where you have reached on your essay, and then continue working until you've finished, write your final time on your paper.
6. Read the Sample Responses packet. On the first page, there is a loose holistic rubric that details how each piece is scored, followed by three responses and grader comments for those responses. Read each response and the grader comments, and then as accurately as possible, try to score your own essay. Write your score at the top of your paper.

If you have any questions, please email [gsukhram@pasco.k12.fl.us](mailto:gsukhram@pasco.k12.fl.us). I thoroughly look forward to working with each and every one of you. Let's make next year great! ☺

# 2015 AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS

## Question 2

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

On the tenth anniversary of the assassination of Dr. Martin Luther King, Jr., labor union organizer and civil rights leader Cesar Chavez published an article in the magazine of a religious organization devoted to helping those in need. Read the following excerpt from the article carefully. Then, in a well-written essay, analyze the rhetorical choices Chavez makes to develop his argument about nonviolent resistance.

Line  
5 Dr. King's entire life was an example of power that nonviolence brings to bear in the real world. It is an example that inspired much of the philosophy and strategy of the farm workers' movement. This observance of Dr. King's death gives us the best possible opportunity to recall the principles with which our struggle has grown and matured.

10 Our conviction is that human life is a very special possession given by God to man and that no one has the right to take it for any reason or for any cause, however just it may be.

15 We are also convinced that nonviolence is more powerful than violence. Nonviolence supports you if you have a just and moral cause. Nonviolence provides the opportunity to stay on the offensive, and that is of crucial importance to win any contest.

20 If we resort to violence then one of two things will happen: either the violence will be escalated and there will be many injuries and perhaps deaths on both sides, or there will be total demoralization of the workers.

25 Nonviolence has exactly the opposite effect. If, for every violent act committed against us, we respond with nonviolence, we attract people's support. We can gather the support of millions who have a conscience and would rather see a nonviolent resolution to problems. We are convinced that when people are faced with a direct appeal from the poor struggling nonviolently against great odds, they will react positively. The American people and people everywhere still yearn for justice. It is to that yearning that we appeal.

30 But if we are committed to nonviolence only as a strategy or tactic, then if it fails our only alternative is to turn to violence. So we must balance the strategy with a clear understanding of what we are doing. However important the struggle is and however much misery, poverty and exploitation exist, we know that it cannot be more important than one human life. We work on the theory that men and women who are truly concerned about people are nonviolent by nature. These people become violent when the deep concern they have for people is frustrated and when they are faced with seemingly insurmountable odds.

45 We advocate militant nonviolence as our means of achieving justice for our people, but we are not blind to the feelings of frustration, impatience and anger

50 which seethe inside every farm worker. The burdens of generations of poverty and powerlessness lie heavy in the fields of America. If we fail, there are those who will see violence as the shortcut to change.

55 It is precisely to overcome these frustrations that we have involved masses of people in their own struggle throughout the movement. Freedom is best experienced through participation and self-determination, and free men and women instinctively prefer democratic change to any other means.

60 Thus, demonstrations and marches, strikes and boycotts are not only weapons against the growers, but our way of avoiding the senseless violence that brings no honor to any class or community. The boycott, as Gandhi taught, is the most nearly perfect instrument of nonviolent change, allowing masses of people to participate actively in a cause.

65 When victory comes through violence, it is a victory with strings attached. If we beat the growers at the expense of violence, victory would come at the expense of injury and perhaps death. Such a thing would have a tremendous impact on us. We would lose regard for human beings. Then the struggle would become a mechanical thing. When you lose your sense of life and justice, you lose your strength.

70 The greater the oppression, the more leverage nonviolence holds. Violence does not work in the long run and if it is temporarily successful, it replaces one violent form of power with another just as violent. People suffer from violence.

75 Examine history. Who gets killed in the case of violent revolution? The poor, the workers. The people of the land are the ones who give their bodies and don't really gain that much for it. We believe it is too big a price to pay for not getting anything. Those who espouse violence exploit people. To call men to arms with many promises, to ask them to give up their lives for a cause and then not produce for them afterwards, is the most vicious type of oppression.

80 We know that most likely we are not going to do anything else the rest of our lives except build our union. For us there is nowhere else to go. Although we would like to see victory come soon, we are willing to wait. In this sense, time is our ally. We learned many years ago that the rich may have money, but the poor have time.