



AP Language & Composition Summer Reading Assignments 2025

Everyone must read:

- Scanned chapters of *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs
 - If you do not attend the after school meeting, it will be emailed to you.
- *Killers of the Flower Moon* by David Grann
 - Please note that this book explores difficult parts of American History that you may be unfamiliar with and that will challenge what you thought you knew about our country. There are some violent and graphic scenes within the text that may be disturbing and uncomfortable. I encourage you to really think about the scenes that affect you most, share them with your family, and discuss them together. We will be doing that in August when you return to school as well.

Summer Reading Assignments:

1. Read & annotate the scanned chapters and the novel – see page 2-4 for details, suggestions, and set-up
2. Complete assignment for scanned chapters – see page 5-6 for instructions and set-up

Assignment Deadlines:

1. Annotations will be due on the first day of classes.
2. Summer Assignment will be due on the first day of classes. Please have a hard copy when you come to class.
 - a. Both assignments will be submitted on Turnitin.com

You have the entire summer to work on these assignments. Late work will NOT be considered for credit. Please keep in mind that the use of AI on these assignments will not be tolerated. An automatic zero will be earned if AI use is detected.

Annotating (25 points):

You must annotate your texts as you read. It helps you to become a better reader and also allows you to more deeply understand what the author is trying to say. Because these will be checked, I would prefer that you complete these electronically in MLA format. There are not a set number of annotations that are required, but there should be an appropriate number of them based on the piece being annotated (It's a 316-page book with 26 chapters – bare minimum would be 1 annotation per chapter, but I'm sure you'll have more). Please see below for some guidance:

- *Thank You For Arguing* – annotations should be about the techniques of argument that are discussed
- *Killers of the Flower Moon* – annotations should focus more on the choices that David Grann makes when telling the story of the Osage Reign of Terror, attempt to find some of the techniques Heinrichs introduces you to and consider the bigger purpose of them, discover the message or purpose behind Grann writing about this (What is he trying to say to you, the reader, about this part of American history??), etc.
- Annotations should be divided into two sections in the same document – *Thank You For Arguing* and *Killers of the Flower Moon* – and organized logically. I am expecting to see page references for everything. I have included a sample document of annotations so that you can use it to set your own up. I will also email it to you if you would like to use it as a template.

Suggestions for Annotating: Have a conversation with the book! Talk back to it.

- a. Ask questions (essential to active reading).
- b. Comment on the actions or development of a character. Does the character change? Why? How? The result?
- c. Comment on lines / quotations you think are especially significant, powerful, or meaningful.
- d. Express agreement or disagreement.
- e. Summarize key events. Make predictions.
- f. Connect ideas to each other or to other texts.
- g. Note if you experience an epiphany.
- h. Note anything you would like to discuss in class or do not understand.
- i. Note how the author uses language.
 - i. effects of word choice (diction) or sentence structure or type (syntax)
 - ii. point of view / effect
 - iii. repetition of words, phrases, actions, events, patterns
 - iv. narrative pace / time / order of sequence of events
 - v. irony
 - vi. contrasts / contradictions / juxtapositions / shifts
 - vii. allusions
 - viii. any other figure of speech or literary device
 - ix. reliability of narrator
 - x. motifs or cluster ideas
 - xi. tone / mood
 - xii. imagery
 - xiii. themes
 - xiv. setting / historical period
 - xv. symbols

Your Name

Mrs. Salamacha

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Annotations

Thank You For Arguing

Term/Direct Quote/Page Reference/Chapter Reference	Thoughts/Reactions/Predictions/Connections
“Set goals for your audience. Do you want to change their mood, their mind, or their willingness to carry out what you want” (Heinrichs 24).	Probably one of the most important questions when preparing to write anything, especially in this class. The audience must always be at the forefront of your mind because if you don’t keep them in mind, you will lose sight of what you are attempting to do. I always ask myself, “What do I want my audience to think, feel, believe, or do as a result of what I am saying?” The answers to these questions are the backbone of the commentary I will provide in my writing.
Decorum (Heinrichs 45)	Decorum is important in writing because it helps to earn your audience’s love. How is decorum created in writing/speaking? It’s not tangible, but it is something that can be felt in a metaphorical way. Decorum is like a fancy way of saying you have proper etiquette. I suppose it is how you can also earn someone’s trust and respect, which is vital for argument.

Term/Direct Quote/Page Reference/Chapter Reference	Thoughts/Reactions/Predictions/Connections
“But the acculturation was accelerating as settlers began to move onto the reservation” (Grann 47).	Acculturation is assimilating into another culture and it seems like this is just the start of the Osage Indians beginning to take on white customs and traditions. I imagine this will play a significant role in the text as more and more settlers begin moving into the Osage territory and the whites and Indians begin to socialize with one another. I am curious how this will affect relations between the two groups and if it will be a positive or negative thing.
Ch. 15 – The Hidden Face	Throughout this chapter, Grann puts into question William Hale’s credibility. He points out that Hale took out a life insurance policy on a friend, which makes no sense. With that life insurance policy, he makes a note that if his friend suddenly died that is when Hale would have received a significant return. This, in fact, did happen which is even more questionable. This makes the reader curious about how trustworthy Hale is and what other motives he has in doing this. What is it that Hale is hoping to do? How is he benefitting from this shady business?

Summer Assignment (25 points)

You must complete each of the following tasks for each of the assigned chapters (1-5, 8, 11) of *Thank You for Arguing*. Be sure to respond to each task thoroughly and completely. You should make sure your ideas are both organized and presented clearly and thoroughly. Please keep in mind that this is an AP class; therefore, I expect well-developed responses. It is expected that you complete your summer assignments individually. Although you may struggle, put forth your best effort and make sure that you complete all of what is detailed below. Coming in with incomplete work and claiming, “I didn’t get it,” is unacceptable.

Complete the following tasks:

1. Choose any rhetorical concept that Heinrichs explores in each of the assigned chapters of the book. You have free reign here.
2. Summarize—do not directly quote—the concept as presented in the text and follow that summary with a parenthetical citation. Follow this format: summary of concept in your OWN words (Heinrichs page#).
3. Find a real-world example of the concept in action—please note, however, your example must be text- based; no pictures or visuals. (You may use speeches, but you must make sure they have transcripts so you can copy the text from it.) Copy the text that illustrates the concept and follow it with an MLA Works Cited entry.
4. Last, for each chapter, you must explain how the example you find relates to the rhetorical concept of the chapter on which you are focusing. These explanations should be at least four (4) sentences, and better explanations will attempt to explain why and how the author uses the rhetorical concept of focus.

Research Hints:

Most rhetorical concepts in *Thank You for Arguing* are common moves of good authors and orators. Many speeches, articles, and/or advertisements include most of what Heinrichs details in his book. So, if you can find one or two speeches or articles that exhibit characteristics found in all assigned chapters—which I am sure you can—feel free to use examples from those one or two works throughout this entire assignment. You do not need to use 7 different works—one for each chapter—for this assignment. Please also note that you may not use any real-world examples that Heinrichs provides in his book as your example of choice when completing step 3. You may pull examples from your own reading, or you may want to find your examples at the following website: www.AmericanRhetoric.com

Citation Help:

You are familiar with MLA format at this point in high school. This is what I expect for this assignment. You will need to be comfortable with formatting, parenthetical citations, and MLA citations. If you are one who struggles with this, please refer to the [Purdue OWL](http://PurdueOWL), which will give you all you need to complete your work correctly. Please refer to the next page for a sample. Format your document exactly like the sample.

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This is double-spaced.

Number your rhetorical choice (you'll have 7)

Thank You for Arguing Summer Assignment

Single Space your entries to save paper.

1. Chapter 3: Arguing with Past-Tense Verbs

Use lower case letters for each step.

- a. Forensic rhetoric relies on past-tense verbs. It usually places blame on an individual (Heinrichs 28-29).
- b. "Good morning, everybody. At midnight last night, for the first time in 17 years, Republicans in Congress chose to shut down the federal government. Let me be more specific: One faction, of one party, in one house of Congress, in one branch of government, shut down major parts of the government -- all because they didn't like one law. This Republican shutdown did not have to happen.

But I want every American to understand why it did happen. Republicans in the House of Representatives refused to fund the government unless we defunded or dismantled the Affordable Care Act. They've shut down the government over an ideological crusade to deny affordable health insurance to millions of Americans. In other words, they demanded ransom just for doing their job."

Obama, Barack. "Statement on the U.S. Government Shutdown." Washington DC, Washington DC. 2 Oct. 2013. AmericanRhetoric. Web. 12 June 2016.

Full MLA Works Cited citation with hanging indent.

- c. In the example from Obama's address about the government shut down, he consistently presents past-tense verbs such as chose, refused, demanded, etc. The purpose of such is to vilify the republicans of the House in the presence of the public. Once the blame is placed on those individuals, it is the hope of Obama that the general public will demand social justice from those who represent them. In his blame, he paints those who instigated the shut down as individuals who are obstinate and unconcerned with the general healthcare of Americans. In fact, these representatives seem mostly apathetic towards those they represent. Furthermore, in blaming the republicans, Obama makes himself—and his party—seem more innocent in the escalation of events that led to a government shutdown.