

Rising 11th Grade Advanced Placement Language and Composition

**Summer Reading Assignment** -- William M. Davies, Jr. Career and Technical High School



This summer, rising 11th Grade AP English Language students will read *The Anthropocene Reviewed: Essays on a Human-Centered Planet*, by John Green, author of *The Fault in Our Stars*, *Turtles All the Way Down*, and creator of the YouTube channel, Crash Course.

*The Anthropocene Reviewed* by John Green explores our current age, where humans have reshaped the planet. In this collection of essays adapted from his podcast, Green reviews everything from air-conditioning to Canada geese to Diet Dr. Pepper on a five-star scale. With humor and detail, he highlights the contradictions of being human—our immense power and striking limitations. The book is an engaging look at our world and why we love it.

**Instructions:** The book includes 47 reviews. You must read the Introduction plus 12 reviews. “Diet Dr Pepper,” “Googling Strangers,” and “The Orbital Sunrise” are required; however, the remaining 12 reviews are yours to select, so choose topics that interest you.

Complete the attached chart to document your reading and your thinking. ***This assignment will be due at the end of your second week of school on Friday, September 6.***

*Note:* Be sure your choices, thinking, and writing are your own. If your work too closely resembles that of another student, or if your work is not your own, you will not receive credit. Do not use AI or plagiarize! Use your own brain and turn in only your own original work.

Save your own copy of this document to Google Drive with the title, “First Name Last Name AP Lang Summer Reading 2024.” At the beginning of the new school year, you will turn in the work to your new teacher via Google Classroom.

The copy of *The Anthropocene Reviewed* that you were given will be collected when you return to school, so please do not write in the book. You make mark passages with post-it notes but be sure to not leave any permanent markings.

Find an example journal entry below. You will then complete the three required essays and twelve more of your choice.

<b><u>Chapter Title</u></b>	<b><u>Date Completed</u></b>	<b><u>Author’s Primary Argument and Star Rating</u></b>	<b><u>Personal Thoughts and Connections</u></b> <i>How does the author’s review connect to a comment or observation about our world?</i>
“Halley’s Comet”	6/3/24	Green gives Halley’s comet four and a half stars. Halley appears visible on Earth every seventy-four to seventy-nine years, so the author thinks about using this cycle as a marker of human lifetimes. For example, Mark Twain was born when Halley was visible in 1835, and he died when it reappeared in 1910. Halley last appeared in 1986, when Green was eight years old, and he hopes to live to see it again in 2061. Green writes, “I’ll be	I was only three years old when Halley last appeared in 1986, so I don’t remember it. Unfortunately, my parents aren’t around today to ask them about what we were doing at the time. I will be 77 years old when Halley next appears in 2061, and I hope to live to see it! I appreciate the way the author uses Halley’s comet as a marker of time that puts the human lifetime in perspective. Green writes, “We are five lifetimes

		<p>eighty-three--If I'm lucky" (27). The author's main argument seems to be that Halley represents the wonder of our universe, our evolving scientific knowledge, and the passage of generations. Giving Halley's Comet a star rating of 4.5 seems to be a subtle wink to the reader; he describes Halley in a way that deserves all five stars.</p>	<p>removed from the building of the Taj Mahal, and two lifetimes removed from the abolition of slavery... History, like human life, is at once incredibly fast and agonizingly slow" (28). Halley's next appearance in 2061 seems both far into the future and quickly approaching. I wonder what our country and planet will be like as future people look up into the night sky to see Halley in 2061. In "Anthropocene Reviewed," Green is clear-eyed about the huge challenges humanity faces as we head into the future, yet he remains optimistic and "in love with the world" (7).</p>
1 - "Diet Dr. Pepper"			
2 - "Googling Strangers"			
3 - "The Orbital Sunrise"			
4 -			
5 -			
6 -			
7 -			
8 -			
9 -			
10 -			

11 -			
12 -			
13 -			
14 -			
15 -			

Your AP English Language and Composition teacher will award you with points for completing all fifteen journal entries according to the instructions. They will use the following 100-point rubric to evaluate a portion of your writing.

<b>Focus and Reading</b> (0-10 points)	<b>0 points</b> The student does not have a clear focus on the prompt OR does not demonstrate comprehension of the text.	<b>10 points</b> The student clearly responds to the prompt (or follows directions for the evidence-based journal) and shows comprehension of the text.
---	---	--

<b>Evidence (quotations and/or paraphrasing) and Commentary</b> (0-40 points)	<b>0 points</b> The student does not provide evidence and/or commentary.	<b>10 points</b> <b>EVIDENCE:</b> Provides evidence that is mostly general.  <b>AND COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the argument.	<b>20 points</b> <b>EVIDENCE:</b> Provides some specific relevant evidence.  <b>AND COMMENTARY:</b> Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	<b>30 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  <b>AND COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.	<b>40 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  <b>AND COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning.
---	---	---	--	---	--

<b>Clarity of Communication</b> (0-4 points)	<b>0 points</b> The writing contains many significant errors that severely interfere with meaning.	<b>10 points</b> The writing contains significant errors that interfere with meaning.	<b>20 points</b> The student uses a simplistic style or inaccurate word choices, and conventions begin to interfere	<b>30 points</b> The student uses an acceptable style as well as mostly error-free conventions that do not interfere with	<b>40 points</b> The student uses a skillful style as well as mostly error-free conventions that do not interfere with, but
---	---	--	--	--	--

			with meaning.	meaning.	enhance meaning.
--	--	--	---------------	----------	------------------

<p><b>Sophistication (0-1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for one point</p>	<p><b>10 points</b> Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.</p> <ul style="list-style-type: none"> <li>• Crafting a nuanced piece of writing by consistently identifying and exploring complexities or tensions.</li> <li>• Articulating the implications or limitations of an argument (either the student's argument or an argument related to the prompt) by situating it within a broader context.</li> <li>• Employing a style that is consistently vivid and persuasive.</li> <li>• This point should be awarded only if the sophistication of thought or complex understanding is part of the student's writing, not merely a phrase or reference</li> </ul>
---	---	---