

Victoria ISD
AP English Language and Composition
Summer 2019 Reading Assignment

Welcome to AP English Language & Composition.

Victoria ISD requires AP students to complete summer reading in preparation for the upcoming academic year. This reading is mandatory; we ask that students obtain copies of the required books and encourage them to start reading early in the summer.

Objective: The AP Language and Composition course is designed as a college-level course with the expectation that students will read challenging, non-fiction and fiction prose selections from different periods. The purpose of the AP course is to prepare students for college work and AP exams that give students the opportunity to receive college credit.

Summer Reading: You have **four selections** to read over the summer; please have these read by **August 24, 2019**.

- **Required Novel:** *The Crucible* by Arthur Miller

- **Required Readings:**
 - “What, to the American Slave, Is the Fourth of July?” by Frederick Douglas
 - “Mother Tongue” by Amy Tan
 - “Farewell Address” by Dwight Eisenhower

Summer Assignments: The following assignments should be completed by **August 24, 2019**.

- Required novel assignment
 - Analytical journal. See the Journal Guide for specific instructions.
- Required nonfiction readings
 - Answer multiple choice and open-ended questions for each of the selected texts.

School Year Assignments: During the first week of school, students will take a test aligned to AP objectives and write a timed essay over the required novel.

Grading: Grades for both the summer and school year assignments will be included in the first nine week grading period. **The grade for assignments turned in after the due date will be reduced by 11 points for each day it is late.**

- Summative grade
 - Required reading: Timed essay and test
- Formative grades
 - Required Novel: Analytical journal
 - Required Readings: Questions and written responses

AP English Language and Composition Summer Reading
Analytical Journal Guide
The Crucible by Arthur Miller

As part of your summer reading assignment, you will analyze how characterization and symbolism/allusion are used to develop one of the major themes in *The Crucible*. As you read, make entries in a journal that describe Miller’s use of characterization and symbolism/allusion to develop one of the major themes of the book.

You are expected to include 10 passages from throughout the book. Reference the scoring guide as you complete each journal entry.

Characterization – Find 5 passages that reveal something about one of the characters. These might include the following.

- What the character says
- What the character does
- What others say about this character
- How the character reacts
- How others react
- What the author tells us (in narrative/exposition)

Explain what the passage shows about the character being described. Then, discuss how this passage helps to develop one of the major themes found in the work.

Significant Passage	What does this passage tell you about the character?	How does it develop one of the major themes in the work?

Symbolism/Allusion – Find 5 passages that use symbolism or allusion. Explain the meaning of the symbolism or allusion. Then, discuss how this passage helps to develop one of the major themes found in the work.

Significant Passage	Explain the symbolism or allusion used in this passage.	How does it develop one of the major themes in the work?

Major Themes in the work include:

- Intolerance of the “other”
- The importance of societal perception/reputation
- Society versus the individual
- The danger of ideology/blind belief
- Power and authority

Analytical journal scoring guide

Each entry is worth up to 9 points. Together, all 10 entries will total 90 points. For each entry, points will be awarded using the following criteria.

Quote (1 point) - The quote is an example of either characterization or symbolism/allusion and is accurately quoted from the play.

Explanation (3 points) – The entry includes a description of how this quote reveals aspects of a character or how it uses symbolism/allusion.

Development of theme (up to 5 points) – The entry explains how this passage helps to develop a major theme in the work.

Up to **10 additional points** may be earned if all entries are written in well developed paragraphs using a variety of complete sentences. Entries should include correct conventions and grammar.

An excerpt from
The Crucible: Act I

Characters

Reverend Parris

Abigail Williams

Mary Warren

Betty

John Proctor

Thomas Putnam

Mrs. Putnam

Rebecca Nurse

Reverend Hale

Tituba

A small upper bedroom in the home of Reverend Samuel Parris, Salem, Massachusetts, in the spring of the year 1692.

There is a narrow window at the left. Through its leaded panes the morning sunlight streams. A candle still burns near the bed, which is at the right. A chest, a chair, and a small table are the other furnishings. At the back, a door opens on the landing of the stairway to the ground floor. The room gives off an air of clean sparseness. The roof rafters are exposed, and the wood colors are raw and unmellowed.

As the curtain rises, Reverend Parris is discovered kneeling beside the bed, evidently in prayer. His daughter, Betty Parris, aged ten, is lying on the bed, inert. His niece, Abigail Williams, seventeen, enters; she is all worry and propriety.

At the time of these events Parris was in his middle forties. In history he cut a villainous path, and there is very little good to be said for him. He believed he was being persecuted wherever he went, despite his best efforts to win people and God to his side. In meeting, he felt insulted if someone rose to shut the door without first asking his permission. He was a widower with no interest in children, or talent with them. He regarded them as young adults, and until this strange crisis, he, like the rest of Salem, never conceived that the children were anything but thankful for being permitted to walk straight, eyes slightly lowered, arms at the sides, and mouths shut until bidden to speak.

His house stood in the “town” – but we today would hardly call it a village. The meeting house was nearby, and from this point outward – toward the bay or inland – there were a few small-windowed, dark houses snuggling against the raw Massachusetts winter. Salem had been established hardly forty years before. To the European world the whole province was a barbaric frontier inhabited by a sect of fanatics who, nevertheless, were shipping out products of slowly increasing quantity and value.

No one can really know what their lives were like. They had no novelists – and would not have permitted anyone to read a novel if one were handy. Their creed forbade anything resembling a theater or “vain enjoyment.” They did not celebrate Christmas, and a holiday from work meant only that they must concentrate even more on prayer.

Which is not to say that nothing broke into this strict and somber way of life. When a new farmhouse was built, friends assembled to “raise the roof,” and there would be special foods cooked and probably some potent cider passed around. There was a good supply of ne’er-do-wells in Salem, who dallied at the shovelboard in Bridget Bishop’s tavern. Probably more than the creed, hard work kept the morals of the place from spoiling for the people were forced to fight the land like heroes for every grain of corn, and no man had very much time for fooling around.

That there were some jokers, however, is indicated by the practice of appointing a two-man patrol whose duty was to “walk forth in the time of God’s worship to take notice of such as either lye about the meeting house, without attending to the word and ordinances, or that lye at home or in the fields without giving good account thereof, and to take the names of such persons and to present them to the magistrates, whereby they may be accordingly proceeded against.” This predilection for minding other people’s business was time-honored among the people of Salem, and it undoubtedly created many of the suspicions which were to feed the coming madness. It was also, in my opinion, one of the things that John Proctor would rebel against, for the time of the armed camp had almost passed, and since the country was reasonably – although not wholly – safe, the old disciplines were beginning to rankle. But, as in all such matters the issue was not clear-cut, for danger was still a possibility and in unity still lay the best promise of safety.

The edge of the wilderness was close by. The American continent stretched endlessly west, and it was full of mystery for them. It stood, dark and threatening, over their shoulders night and day, for out of it Indian tribes marauded from time to time and Reverend Parris had parishioners who had lost relatives to these heathen.

[SOME OF THE INITIAL RAMBLE MISSING]

(1)

Abigail: Uncle, the rumor of witchcraft is all about; I think you’d best go down and deny it yourself. The parlor’s packed with people, sir. I’ll sit with her.

Parris: Abigail, I cannot go before the congregation when I know you have not opened with me. What did you do with her in the forest?

Abigail: We did dance, uncle, and when you leaped out of the bush so suddenly, Betty was frightened and then she fainted. And there’s the whole of it.

Parris: Now look you, child, your punishment will come in its time. But if you trafficked with spirits in the forest, I must know it now, for surely my enemies will, and they will ruin me with it.

Abigail: But we never conjured spirits.

Parris: Then why can she not move herself since midnight? This child is desperate! *[Abigail lowers her eyes]* It must come out – my enemies will bring it out. Abigail, do you understand that I have many enemies?

Abigail: I have heard of it, uncle.

Parris: There is a faction that is sworn to drive me from my pulpit? Do you understand that?

Abigail: I think so, sir.

Parris: Now, in the midst of such disruption, my own household is discovered to be the very centre of some obscene practice. Abominations are done in the forest –

Abigail: It were sport, uncle!

Parris, *pointing at Betty*: You call this sport? Pause.

(2)

[Enter Mrs. Anne Putnam. She is a twisted soul of forty-five, a death-ridden woman, haunted by dreams.]

Parris, *as soon as the door begins to open*: No—no, I cannot have anyone. *He sees her. A certain deference springs into him, although his worry remains.* Why Goody Putnam, come in.

Mrs. Putnam [full of breath, shiny eyed]: It is a marvel. It is surely a stroke of hell upon you.

Parris: No, Goody Putnam, it is –

Mrs. Putnam, *glancing at Betty*: How high did she fly, how high? Parris:

No, no, she never flew –

Mrs. Putnam: *[very pleased with it]* Why, it's sure she did. Mr. Collins saw her goin' over Ingersoll's barn, and come down light as bird, he says!

Parris: Now look your, Goody Putnam, she never – *[Enter Thomas Putnam, a well-to-do, hard-handed landowner, near fifty.]* Oh, good morning, Mr. Putnam.

Putnam: It is a providence the thing is out now! It is a providence. *[He goes directly to the bed.]*

Parris: What's out, sir, what's –? *[Mrs. Putnam goes to the bed]*

Putnam: Why, *her* eyes is closed! Look you, Ann.

Mrs. Putnam: Why, that's strange. *To Parris*: Ours is open. Parris:

Your Ruth is sick?

Mrs. Putnam: I'd not call it sick; the Devil's touch is heavier than sick. It's death, y'know, it's death drivin' into them, forked and hoofed.

Parris: oh, pray not! Why, how does Ruth ail?

Mrs. Putnam: She ails as she must – she never waked this morning, but her eyes open and she walks, and hears naught, sees naught, and cannot eat. Her soul is taken, surely.

[Parris is struck]

Putnam: *[As though for further details]* They say you've sent for Reverend Hale of Beverly?

Parris, *with dwindling conviction now*: A precaution only. He has much experience in all demonic arts, and I—

Mrs. Putnam: He has indeed; and found a witch in Beverly last year, and let you remember that.

Parris: Now, Goody Ann, they only thought that were a witch, and I am certain there be no element of witchcraft here.

Putnam: No witchcraft! Now look you, Mr. Parris –

Parris: Thomas, Thomas, I pray you, leap not to witchcraft. I know that you – you least of all, Thomas, would ever wish so disastrous a charge laid upon me. We cannot leap to witchcraft. They will howl me out of Salem for such corruption in my house.

(3)

Mrs. Putnam: Reverend Parris, I have laid seven babies unbaptized in the earth. They were murdered, Mr. Parris!

Putnam: Don't you understand it, sir? There is a murdering witch among us, bound to keep herself in the dark. *Parris turns to Betty, a frantic terror rising in him.* Let your enemies make of it what they will, you cannot blink it more.

Parris, *turns now, with new fear, and goes to Betty, looks down at her, and then, gazing off:* Oh, Abigail, what proper payment for my charity! Now I am undone.

Putnam: You are not undone! Let you take hold here. Wait for no one to charge you – declare it yourself. You have discovered witchcraft!

Parris: Will you leave me now, I would pray a while alone.

AP English Language and Composition Summer Reading Questions and Written Responses

Select and read the texts listed below. For each of the selected texts, answer the accompanying questions (see following pages).

- “What, to the American Slave, Is the Fourth of July?” by Frederick Douglas
- “Mother Tongue” by Amy Tan
- “Farewell Address” by Dwight D. Eisenhower

Each text includes three multiple choice questions and two open-ended questions. Respond to the open-ended questions on a separate sheet of paper. Your response may be handwritten or typed and should be long enough to completely address the prompt. This will likely mean that each response is multiple paragraphs. Support your response or claim with textual evidence. This evidence can be in the form of a direct quotation or paraphrase.

Scoring Guide (60 points)

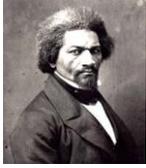
Correct responses on the multiple choice questions are each worth 2 points. (18 points total)

Open-ended responses are each worth 7 points using the criteria below. (42 points total)

- The response completely addresses all parts of the prompt and conveys a deep understanding of the text. (3 points)
- The response or claim is supported with appropriate textual evidence that is cited correctly within the paragraph. (3 points)
- The response is organized logically and uses correct spelling and grammar. (1 point)

Questions for “What, to the American Slave, Is the Fourth of July?” by Frederick Douglass

1. For what purpose does Frederick Douglass invoke religious vernacular?
 - A. to conjure messianic imagery
 - B. to expose the hypocrisy of “Independence Day”
 - C. to call on slaves to rise up against oppression
 - D. to avoid the stereotype of uneducated slave
2. In the second paragraph, what is the contextual meaning of the word “light”?
 - A. illuminated
 - B. unsubstantial
 - C. blinding
 - D. simplistic
3. Which of the following creates the strongest ethos with Douglass’s audience?
 - A. his use of Biblical references
 - B. his former life as a slave
 - C. his political allegiances
 - D. his refined diction
4. How does Frederick Douglass use religious language in this speech? Find three examples and explain what they add to his argument.
5. The audience for Douglass’s speech probably shared his beliefs in regard to slavery. In what ways does the speech acknowledge that shared ground? In what ways does Douglass set himself apart from the audience?



What to the American Slave is your Fourth of July? by
Frederick Douglass (1817-1895), well-known influential African American leader of the 1800s. Born a slave in Maryland, he managed to escape to the North in 1838.

July 4, 1852

Fellow citizens, pardon me, and allow me to ask, why am I called upon to speak here today? What have I or those I represent to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? And am I, therefore, called upon to bring our humble offering to the national altar, and to confess the benefits, and express devout gratitude for the blessings resulting from your independence to us?

Would to God, both for your sakes and ours, that an affirmative answer could be truthfully returned to these questions. Then would my task be light, and my burden easy and delightful. For who is there so cold that a nation's sympathy could not warm him? Who so obdurate and dead to the claims of gratitude, that would not thankfully acknowledge such priceless benefits? Who so stolid and selfish that would not give his voice to swell the hallelujahs of a nation's jubilee, when the chains of servitude had been torn from his limbs? I am not that man. In a case like that, the dumb might eloquently speak, and the "lame man leap as an hart."

But such is not the state of the case. I say it with a sad sense of disparity between us. I am not included within the pale of this glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you this day rejoice are not enjoyed in common. The rich inheritance of justice, liberty, prosperity, and independence bequeathed by your fathers is shared by you, not by me. The sunlight that brought life and healing to you has brought stripes and death to me. This Fourth of July is yours, not mine. You may rejoice, I must mourn. To drag a man in fetters into the grand illuminated temple of liberty, and call upon him to join you in joyous anthems, were inhuman mockery and sacrilegious irony. Do you mean, citizens, to mock me, by asking me to speak today? If so, there is a parallel to your conduct. And let me warn you, that it is dangerous to copy the example of a nation (Babylon) whose crimes, towering up to heaven, were thrown down by the breath of the Almighty, burying that nation in irrecoverable ruin.

Fellow citizens, above your national, tumultuous joy, I hear the mournful wail of millions, whose chains, heavy and grievous yesterday, are today rendered more intolerable by the jubilant shouts that reach them. If I do forget, if I do not remember those bleeding children of sorrow this day, "may my right hand forget her cunning, and may my tongue cleave to the roof of my mouth!"

To forget them, to pass lightly over their wrongs and to chime in with the popular theme would be treason most scandalous and shocking, and would make me a reproach before God and the world.

My subject, then, fellow citizens, is "American Slavery." I shall see this day and its popular characteristics from the slave's point of view. Standing here, identified with the American bondman, making his wrongs mine, I do not hesitate to declare, with all my soul, that the character and conduct of this nation never looked blacker to me than on this Fourth of July.

Whether we turn to the declarations of the past, or to the professions of the present, the conduct of the nation seems equally hideous and revolting. America is false to the past, false to the present, and solemnly binds herself to be false to the future. Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of humanity, which is outraged, in the name of liberty, which is fettered, in the name of the Constitution and the Bible, which are disregarded and trampled upon, dare to call in question and to denounce, with all the emphasis I can command, everything that serves to perpetuate slavery -- the great sin and shame of America! "I will not equivocate - I will not excuse." I will use the severest language I can command, and yet not one word shall escape me that any man, whose judgment is not blinded by prejudice, or who is not at heart a slave-holder, shall not confess to be right and just.

But I fancy I hear some of my audience say it is just in this circumstance that you and your brother Abolitionists fail to make a favorable impression on the public mind. Would you argue more and denounce less, would you persuade more and rebuke less, your cause would be much more likely to succeed. But, I submit, where all is plain there is nothing to be argued. What point in the anti-slavery creed would you have me argue? On what branch of the subject do the people of this country need light? Must I undertake to prove that the slave is a man? That point is conceded already. Nobody doubts it. The slave-holders themselves acknowledge it in the enactment of laws for their government. They acknowledge it when they punish disobedience on the part of the slave. There are seventy-two crimes in the State of Virginia, which, if committed by a black man (no matter how ignorant he be), subject him to the punishment of death; while only two of these same crimes will subject a white man to like punishment.

What is this but the acknowledgment that the slave is a moral, intellectual, and responsible being? The manhood of the slave is conceded. It is admitted in the fact that Southern statute books are covered with enactments, forbidding, under severe fines and penalties, the teaching of the slave to read and write. When you can point to any such laws in reference to the beasts of the field, then I may consent to argue the manhood of the slave. When the dogs in your streets, when the fowls of the air, when the cattle on your hills, when the fish of the sea, and the reptiles that crawl, shall be unable to distinguish the slave from a brute, then I will argue with you that the slave is a man!

For the present it is enough to affirm the equal manhood of the Negro race. Is it not astonishing that, while we are plowing, planting, and reaping, using all kinds of mechanical tools, erecting houses, constructing bridges, building ships, working in metals of brass, iron, copper, silver, and gold; that while we are reading, writing, and ciphering, acting as clerks, merchants, and secretaries, having among us lawyers, doctors, ministers, poets, authors, editors, orators, and teachers; that we are engaged in all the enterprises common to other men -- digging gold in California, capturing the whale in the Pacific, feeding sheep and cattle on the hillside, living, moving, acting, thinking, planning, living in families as husbands, wives, and children, and above all, confessing and worshipping the Christian God, and looking hopefully for life and immortality beyond the grave -- we are called upon to prove that we are men?

Would you have me argue that man is entitled to liberty? That he is the rightful owner of his own body? You have already declared it. Must I argue the wrongfulness of slavery? Is that a question for republicans? Is it to be settled by the rules of logic and argumentation, as a matter beset with great difficulty, involving a doubtful application of the principle of justice, hard to understand? How should I look today in the presence of Americans, dividing and subdividing a discourse, to show that men have a natural right to freedom, speaking of it relatively and positively, negatively

and affirmatively? To do so would be to make myself ridiculous, and to offer an insult to your understanding. There is not a man beneath the canopy of heaven who does not know that slavery is wrong for him.

What! Am I to argue that it is wrong to make men brutes, to rob them of their liberty, to work them without wages, to keep them ignorant of their relations to their fellow men, to beat them with sticks, to flay their flesh with the lash, to load their limbs with irons, to hunt them with dogs, to sell them at auction, to sunder their families, to knock out their teeth, to burn their flesh, to starve them into obedience and submission to their masters? Must I argue that a system thus marked with blood and stained with pollution is wrong? No - I will not. I have better employment for my time and strength than such arguments would imply.

What, then, remains to be argued? Is it that slavery is not divine; that God did not establish it; that our doctors of divinity are mistaken? There is blasphemy in the thought. That which is inhuman cannot be divine. Who can reason on such a proposition? They that can, may - I cannot. The time for such argument is past.

At a time like this, scorching irony, not convincing argument, is needed. Oh! Had I the ability, and could I reach the nation's ear, I would today pour out a fiery stream of biting ridicule, blasting reproach, withering sarcasm, and stern rebuke. For it is not light that is needed, but fire; it is not the gentle shower, but thunder. We need the storm, the whirlwind, and the earthquake. The feeling of the nation must be quickened; the conscience of the nation must be roused; the propriety of the nation must be startled; the hypocrisy of the nation must be exposed; and its crimes against God and man must be denounced.

What to the American slave is your Fourth of July? I answer, a day that reveals to him more than all other days of the year, the gross injustice and cruelty to which he is the constant victim. To him your celebration is a sham; your boasted liberty an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your shouts of liberty and equality, hollow mock; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are to him mere bombast, fraud, deception, impiety, and hypocrisy - a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation of the earth guilty of practices more shocking and bloody than are the people of these United States at this very hour.

Go search where you will, roam through all the monarchies and despotisms of the Old World, travel through South America, search out every abuse and when you have found the last, lay your facts by the side of the everyday practices of this nation, and you will say with me that, for revolting barbarity and shameless hypocrisy, America reigns without a rival.



Mother Tongue by Amy Tan, best-selling author known for her portrayal of mother-daughter relationships drawn from her Chinese heritage.

I am not a scholar of English or literature. I cannot give you much more than personal opinions on the English language and its variations in this country or others.

I am a writer. And by that definition, I am someone who has always loved language. I am fascinated by language in daily life. I spend a great deal of my time thinking about the power of language -- the way it can evoke an emotion, a visual image, a complex idea, or a simple truth. Language is the tool of my trade. And I use them all -- all the Englishes I grew up with.

Recently, I was made keenly aware of the different Englishes I do use. I was giving a talk to a large group of people, the same talk I had already given to half a dozen other groups. The nature of the talk was about my writing, my life, and my book, *The Joy Luck Club*. The talk was going along well enough, until I remembered one major difference that made the whole talk sound wrong. My mother was in the room. And it was perhaps the first time she had heard me give a lengthy speech, using the kind of English I have never used with her. I was saying things like, "The intersection of memory upon imagination" and "There is an aspect of my fiction that relates to thus-and-thus"--a speech filled with carefully wrought grammatical phrases, burdened, it suddenly seemed to me, with nominalized forms, past perfect tenses, conditional phrases, all the forms of standard English that I had learned in school and through books, the forms of English I did not use at home with my mother.

Just last week, I was walking down the street with my mother, and I again found myself conscious of the English I was using, the English I do use with her. We were talking about the price of new and used furniture and I heard myself saying this: "Not waste money that way." My husband was with us as well, and he didn't notice any switch in my English. And then I realized why. It's because over the twenty years we've been together I've often used that same kind of English with him, and sometimes he even uses it with me. It has become our language of intimacy, a different sort of English that relates to family talk, the language I grew up with.

So you'll have some idea of what this family talk I heard sounds like, I'll quote what my mother said during a recent conversation which I videotaped and then transcribed. During this conversation, my mother was talking about a political gangster in Shanghai who had the same last name as her family's, Du, and how the gangster in his early years wanted to be adopted by her family, which was rich by comparison. Later, the gangster became more powerful, far richer than my mother's family, and one day showed up at my mother's wedding to pay his respects. Here's what she said in part:

"Du Yusong having business like fruit stand. Like off the street kind. He is Du like Du Zong -- but not Tsung-ming Island people. The local people call putong, the river east side, he belong to that side local people. That man want to ask Du Zong father take him in like become own family. Du Zong father wasn't look down on him, but didn't take seriously, until that man big like become a mafia. Now important person, very hard to inviting him. Chinese way, came only to show respect, don't stay for dinner. Respect for making big celebration, he shows up. Mean gives lots of respect. Chinese custom. Chinese social life that way. If too important won't have to stay too long. He

come to my wedding. I didn't see, I heard it. I gone to boy's side, they have YMCA dinner. Chinese age I was nineteen."

You should know that my mother's expressive command of English belies how much she actually understands. She reads the Forbes report, listens to Wall Street Week, converses daily with her stockbroker, reads all of Shirley MacLaine's books with ease--all kinds of things I can't begin to understand. Yet some of my friends tell me they understand 50 percent of what my mother says. Some say they understand 80 to 90 percent. Some say they understand none of it, as if she were speaking pure Chinese. But to me, my mother's English is perfectly clear, perfectly natural. It's my mother tongue. Her language, as I hear it, is vivid, direct, full of observation and imagery. That was the language that helped shape the way I saw things, expressed things, made sense of the world.

Lately, I've been giving more thought to the kind of English my mother speaks. Like others, I have described it to people as "broken" or "fractured" English. But I wince when I say that. It has always bothered me that I can think of no way to describe it other than "broken," as if it were damaged and needed to be fixed, as if it lacked a certain wholeness and soundness. I've heard other terms used, "limited English," for example. But they seem just as bad, as if everything is limited, including people's perceptions of the limited English speaker.

I know this for a fact, because when I was growing up, my mother's "limited" English limited my perception of her. I was ashamed of her English. I believed that her English reflected the quality of what she had to say. That is, because she expressed them imperfectly her thoughts were imperfect. And I had plenty of empirical evidence to support me: the fact that people in department stores, at banks, and at restaurants did not take her seriously, did not give her good service, pretended not to understand her, or even acted as if they did not hear her.

My mother has long realized the limitations of her English as well. When I was fifteen, she used to have me call people on the phone to pretend I was she. In this guise, I was forced to ask for information or even to complain and yell at people who had been rude to her. One time it was a call to her stockbroker in New York. She had cashed out her small portfolio and it just so happened we were going to go to New York the next week, our very first trip outside California. I had to get on the phone and say in an adolescent voice that was not very convincing, "This is Mrs. Tan."

And my mother was standing in the back whispering loudly, "Why he don't send me check, already two weeks late. So mad he lie to me, losing me money.

And then I said in perfect English, "Yes, I'm getting rather concerned. You had agreed to send the check two weeks ago, but it hasn't arrived."

Then she began to talk more loudly. "What he want, I come to New York tell him front of his boss, you cheating me?" And I was trying to calm her down, make her be quiet, while telling the stockbroker, "I can't tolerate any more excuses. If I don't receive the check immediately, I am going to have to speak to your manager when I'm in New York next week." And sure enough, the following week there we were in front of this astonished stockbroker, and I was sitting there red-faced and quiet, and my mother, the real Mrs. Tan, was shouting at his boss in her impeccable broken English.

We used a similar routine just five days ago, for a situation that was far less humorous. My mother had gone to the hospital for an appointment, to find out about a benign brain tumor a CAT scan had revealed a month ago. She said she had spoken very good English, her best English, no mistakes. Still, she said, the hospital did not apologize when they said they had lost the CAT scan and she had come for nothing. She said they did not seem to have any sympathy when she told them she was anxious to know the exact diagnosis, since her husband and son had both died of brain tumors. She said they would not give her any more information until the next time and she would have to make another appointment for that. So she said she would not leave until the doctor called her daughter. She wouldn't budge. And when the doctor finally called her daughter, me, who spoke in perfect English -- lo and behold -- we had assurances the CAT scan would be found, promises that a conference call on Monday would be held, and apologies for any suffering my mother had gone through for a most regrettable mistake.

I think my mother's English almost had an effect on limiting my possibilities in life as well. Sociologists and linguists probably will tell you that a person's developing language skills are more influenced by peers. But I do think that the language spoken in the family, especially in immigrant families which are more insular, plays a large role in shaping the language of the child. And I believe that it affected my results on achievement tests, I.Q. tests, and the SAT. While my English skills were never judged as poor, compared to math, English could not be considered my strong suit. In grade school I did moderately well, getting perhaps B's, sometimes B-pluses, in English and scoring perhaps in the sixtieth or seventieth percentile on achievement tests. But those scores were not good enough to override the opinion that my true abilities lay in math and science, because in those areas I achieved A's and scored in the ninetieth percentile or higher.

This was understandable. Math is precise; there is only one correct answer. Whereas, for me at least, the answers on English tests were always a judgment call, a matter of opinion and personal experience. Those tests were constructed around items like fill-in-the-blank sentence completion, such as, "Even though Tom was, Mary thought he was --." And the correct answer always seemed to be the most bland combinations of thoughts, for example, "Even though Tom was shy, Mary thought he was charming:" with the grammatical structure "even though" limiting the correct answer to some sort of semantic opposites, so you wouldn't get answers like, "Even though Tom was foolish, Mary thought he was ridiculous:" Well, according to my mother, there were very few limitations as to what Tom could have been and what Mary might have thought of him. So I never did well on tests like that

The same was true with word analogies, pairs of words in which you were supposed to find some sort of logical, semantic relationship -- for example, "Sunset is to nightfall as is to ." And here you would be presented with a list of four possible pairs, one of which showed the same kind of relationship: red is to stoplight, bus is to arrival, chills is to fever, yawn is to boring: Well, I could never think that way. I knew what the tests were asking, but I could not block out of my mind the images already created by the first pair, "sunset is to nightfall"--and I would see a burst of colors against a darkening sky, the moon rising, the lowering of a curtain of stars. And all the other pairs of words --red, bus, stoplight, boring--just threw up a mass of confusing images, making it impossible for me to sort out something as logical as saying: "A sunset precedes nightfall" is the same as "a chill precedes a fever." The only way I would have gotten that answer right would have been to imagine an associative situation, for example, my being disobedient and staying out past sunset, catching a chill at night, which turns into feverish pneumonia as punishment, which indeed did happen to me.

I have been thinking about all this lately, about my mother's English, about achievement tests. Because lately I've been asked, as a writer, why there are not more Asian Americans represented in American literature. Why are there few Asian Americans enrolled in creative writing programs? Why do so many Chinese students go into engineering! Well, these are broad sociological questions I can't begin to answer. But I have noticed in surveys -- in fact, just last week -- that Asian students, as a whole, always do significantly better on math achievement tests than in English. And this makes me think that there are other Asian-American students whose English spoken in the home might also be described as "broken" or "limited." And perhaps they also have teachers who are steering them away from writing and into math and science, which is what happened to me.

Fortunately, I happen to be rebellious in nature and enjoy the challenge of disproving assumptions made about me. I became an English major my first year in college, after being enrolled as pre-med. I started writing nonfiction as a freelancer the week after I was told by my former boss that writing was my worst skill and I should hone my talents toward account management.

But it wasn't until 1985 that I finally began to write fiction. And at first I wrote using what I thought to be wittily crafted sentences, sentences that would finally prove I had mastery over the English language. Here's an example from the first draft of a story that later made its way into *The Joy Luck Club*, but without this line: "That was my mental quandary in its nascent state." A terrible line, which I can barely pronounce.

Fortunately, for reasons I won't get into today, I later decided I should envision a reader for the stories I would write. And the reader I decided upon was my mother, because these were stories about mothers. So with this reader in mind -- and in fact she did read my early drafts--I began to write stories using all the Englishes I grew up with: the English I spoke to my mother, which for lack of a better term might be described as "simple"; the English she used with me, which for lack of a better term might be described as "broken"; my translation of her Chinese, which could certainly be described as "watered down"; and what I imagined to be her translation of her Chinese if she could speak in perfect English, her internal language, and for that I sought to preserve the essence, but neither an English nor a Chinese structure. I wanted to capture what language ability tests can never reveal: her intent, her passion, her imagery, the rhythms of her speech and the nature of her thoughts.

Apart from what any critic had to say about my writing, I knew I had succeeded where it counted when my mother finished reading my book and gave me her verdict: "So easy to read."

Questions for “Farewell Address to the Nation” by Dwight Eisenhower

1. The overall tone of this passage is _____.
 - A. regretful
 - B. lackadaisical
 - C. invigorated
 - D. resolute
2. In paragraph 4, what is the purpose of the parallelism “global in scope, atheistic in character, ruthless in purpose, and insidious in method”?
 - A. to engender disdain for Nazi Germany
 - B. to warn against the evils of Communism
 - C. to rouse anger against Mussolini in Italy
 - D. to rebuke the advance of radical Islam
3. The syntax in paragraph 7 serves to-
 - A. portray America’s military as a necessity.
 - B. portray America’s military as a global police force.
 - C. alleviate global apprehension of increased military might.
 - D. alleviate national apprehension of impending war.
4. The president’s first two paragraphs are personal expressions from a public figure, and through them he presents ethical appeals. Name the focus of each paragraph and explain how the appeals in each paragraph are developed.
5. Paragraphs 6, 7 and 8 address the specific elements facing the United States at the time. These paragraphs are primarily logical appeals, but they contain diction that might constitute elements of emotional appeal. Explain the president’s reasoning in each paragraph. In addition to simple paraphrase, add your own thoughts about the way the president’s choice of words appeals to the audience.



Eisenhower's Farewell Address to the Nation

January 17, 1961

Good evening, my fellow Americans:

- 1 Three days from now, after a half century of service of our country, I shall lay down the responsibilities of office as, in traditional and solemn ceremony, the authority of the Presidency is vested in my successor. This evening I come to you with a message of leave-taking and farewell, and to share a few final thoughts with you, my countrymen. Like every other citizen, I wish the new President, and all who will labor with him, Godspeed. I pray that the coming years will be blessed with peace and prosperity for all. Our people expect their President and the Congress to find essential agreement on questions of great moment, the wise resolution of which will better shape the future of the nation.
- 2 My own relations with Congress, which began on a remote and tenuous basis when, long ago, a member of the Senate appointed me to West Point, have since ranged to the intimate during the war and immediate post-war period, and finally to the mutually interdependent during these past eight years. In this final relationship, the Congress and the Administration have, on most vital issues, cooperated well, to serve the nation well rather than mere partisanship, and so have assured that the business of the nation should go forward. So my official relationship with Congress ends in a feeling on my part, of gratitude that we have been able to do so much together.
- 3 We now stand ten years past the midpoint of a century that has witnessed four major wars among great nations. Three of these involved our own country. Despite these holocausts America is today the strongest, the most influential and most productive nation in the world. Understandably proud of this pre-eminence, we yet realize that America's leadership and prestige depend, not merely upon our unmatched material progress, riches and military strength, but on how we use our power in the interests of world peace and human betterment. Throughout America's adventure in free government, such basic purposes have been to keep the peace; to foster progress in human achievement, and to enhance liberty, dignity and integrity among peoples and among nations. To strive for less would be unworthy of a free and religious people. Any failure traceable to arrogance or our lack of comprehension or readiness to sacrifice would inflict upon us a grievous hurt, both at home and abroad.
- 4 Progress toward these noble goals is persistently threatened by the conflict now engulfing the world. It commands our whole attention, absorbs our very beings. We face a hostile ideology global in scope, atheistic in character, ruthless in purpose, and insidious in method. Unhappily the danger it poses promises to be of indefinite duration. To meet it successfully, there is called for, not so much the emotional and transitory sacrifices of crisis, but rather those which enable us to carry forward steadily, surely, and without complaint the burdens of a prolonged and complex struggle – with liberty the stake. Only thus shall we remain, despite every provocation, on our chartered course toward permanent peace and human betterment.
- 5 Crises there will continue to be. In meeting them, whether foreign or domestic, great or small, there is a recurring temptation to feel that some spectacular and costly action could become the miraculous solution to all current difficulties. A huge increase in the newer elements of our defenses; development of unrealistic programs to cure every ill in agriculture; a dramatic expansion in basic and applied research – these and many other possibilities, each possibly promising in itself, may be suggested as the only way to the road we wish to travel.

- 6 But each proposal must be weighed in light of a broader consideration; the need to maintain balance in and among national programs – balance between the private and the public economy, balance between the cost and hoped for advantages – balance between the clearly necessary and the comfortably desirable; balance between our essential requirements as a nation and the duties imposed by the nation upon the individual; balance between the actions of the moment and the national welfare of the future. Good judgment seeks balance and progress; lack of it eventually finds imbalance and frustration. The record of many decades stands as proof that our people and their Government have, in the main, understood these truths and have responded to them well in the face of threat and stress. But threats, new in kind or degree, constantly arise. Of these, I mention two only.

- 7 A vital element in keeping the peace is our military establishment. Our arms must be mighty, ready for instant action, so that no potential aggressor may be tempted to risk his own destruction. Our military organization today bears little relation to that known by any of my predecessors in peacetime, or indeed by the fighting men of World War II or Korea. Until the latest of our world conflicts, the United States had no armaments industry. American makers of plowshares could, with time and as required, make swords as well. But now we can no longer risk emergency improvisation of national defense; we have been compelled to create a permanent armaments industry of vast proportions. Added to this, three and a half million men and women are directly engaged in the defense establishment. We annually spend on military security more than the net income of all United States corporations. This conjunction of an immense military establishment and a large arms industry is new in the American experience. The total influence – economic, political, even spiritual – is felt in every city, every Statehouse, every office of the Federal government. We recognize the imperative need for this development. Yet we must not fail to comprehend its grave implications. Our toil, resources and livelihood are all involved; so is the very structure of our society. American makers of plowshares could, with time and as required, make swords as well. But now we can no longer risk emergency improvisation of national defense; we have been compelled to create a permanent armaments industry of vast proportions. In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist. We must never let the weight of this combination endanger our liberties or democratic processes. We should take nothing for granted. Only an alert and knowledgeable citizenry can compel the proper meshing of the huge industrial and military machinery of defense with our peaceful methods and goals, so that security and liberty may prosper together.

- 8 Akin to, and largely responsible for the sweeping changes in our industrial-military posture, has been the technological revolution during recent decades. In this revolution, research has become central, it also becomes more formalized, complex, and costly. A steadily increasing share is conducted for, by, or at the direction of, the Federal government. Today, the solitary inventor, tinkering in his shop, has been overshadowed by task forces of scientists in laboratories and testing fields. In the same fashion, the free university, historically the fountainhead of free ideas and scientific discovery, has experienced a revolution in the conduct of research. Partly because of the huge costs involved, a government contract becomes virtually a substitute for intellectual curiosity. For every old blackboard there are now hundreds of new electronic computers.

- 9 The prospect of domination of the nation's scholars by Federal employment, project allocations, and the power of money is ever present – and is gravely to be regarded. Yet, in holding scientific research and discovery in respect, as we should, we must also be alert to the equal and opposite danger that

public policy could itself become the captive of a scientific-technological elite. It is the task of statesmanship to mold, to balance, and to integrate these and other forces, new and old, within the principles of our democratic system – ever aiming toward the supreme goals of our free society. Another factor in maintaining balance involves the element of time. As we peer into society's future, we – you and I, and our government – must avoid the impulse to live only for today, plundering for, for our own ease and convenience, the precious resources of tomorrow. We cannot mortgage the material assets of our grandchildren without asking the loss also of their political and spiritual heritage. We want democracy to survive for all generations to come, not to become the insolvent phantom of tomorrow.

- 10 Down the long lane of the history yet to be written America knows that this world of ours, ever growing smaller, must avoid becoming a community of dreadful fear and hate, and be, instead, a proud confederation of mutual trust and respect. Such a confederation must be one of equals. The weakest must come to the conference table with the same confidence as do we, protected as we are by our moral, economic, and military strength. That table, though scarred by many past frustrations, cannot be abandoned for the certain agony of the battlefield.
- 11 Disarmament, with mutual honor and confidence, is a continuing imperative. Together we must learn how to compose differences, not with arms, but with intellect and decent purpose. Because this need is so sharp and apparent I confess that I lay down my official responsibilities in this field with a definite sense of disappointment. As one who has witnessed the horror and the lingering sadness of war – as one who knows that another war could utterly destroy this civilization which has been so slowly and painfully built over thousands of years – I wish I could say tonight that a lasting peace is in sight. Happily, I can say that war has been avoided. Steady progress toward our ultimate goal has been made. But, so much remains to be done. As a private citizen, I shall never cease to do what little I can to help the world advance along that road.
- 12 So – in this my last good night to you as your President – I thank you for the many opportunities you have given me for public service in war and peace. I trust that in that service you find some things worthy; as for the rest of it, I know you will find ways to improve performance in the future. You and I – my fellow citizens – need to be strong in our faith that all nations, under God, will reach the goal of peace with justice. May we be ever unswerving in devotion to principle, confident but humble with power, diligent in pursuit of the Nations' great goals. To all the peoples of the world, I once more give expression to America's prayerful and continuing aspiration:
- 13 We pray that peoples of all faiths, all races, all nations, may have their great human needs satisfied; that those now denied opportunity shall come to enjoy it to the full; that all who yearn for freedom may experience its spiritual blessings; that those who have freedom will understand, also, its heavy responsibilities; that all who are insensitive to the needs of others will learn charity; that the scourges of poverty, disease and ignorance will be made to disappear from the earth, and that, in the goodness of time, all peoples will come to live together in a peace guaranteed by the binding force of mutual respect and love.

Student and Parent Acknowledgment Form

By signing below, I am agreeing that I have read and understand the 2019 Summer Reading assignment for AP English Language and Composition (English III) and I agree to abide by assignment requirements.

Student Name: _____

Student Signature: _____

Date: _____

Parent Name: _____

Parent Signature: _____

Date: _____

Parent Contact Information:

Email: _____