

**Advanced Placement Language and Composition  
Summer Assignment 2012-2013**

All written assignments must be typed, double spaced, 12 font, Times New Roman.  
Be sure to use MLA heading for all typed assignments.

Name

Mrs Szymborski

AP Language and Composition

Date

Assignment Title

- Complete SOAPSTone exercise for attached excerpt from “Speech to the Senate: June 1, 1950” Senator Margaret Chase Smith.
- Read *In Cold Blood* by Truman Capote.
- Complete SOAPSTone exercise for *In Cold Blood* using the worksheet as a guide.
- Using the literary devices glossary that is included in this packet, choose a chapter from *In Cold Blood* and find 10 examples of the literary devices in that chapter. List the device, the passage, and the page number.
- Read ONE of the following books from the listed choices:
  - Down and out in Paris and London* by George Orwell
  - This Boy's Life* by Tobias Wolff
  - The Woman Warrior* by Maxine Hong KingstonYou do not have to complete terms again for this book, but it would be considered wise to write in the margins if you see something in preparation for the coming school year and to help to develop good habits.
- SOAPSTone the book you choose as well.
- Write a 1-2 page reflection paper on the book that you have chosen from the above listed titles. Do not retell the plot, rather attempt to analyze the writing by noting the author's use of rhetorical devices, language etc. (Don't talk about what is written, but HOW it's written)

Read, read and read some more this summer! Do not procrastinate!

**THIS ASSIGNMENT IS DUE THE VERY FIRST DAY OF SCHOOL.**

(The day that you first step foot into the building as Juniors)

Mrs. Szymborski

EXCERPT FROM "SPEECH TO THE SENATE: JUNE 1, 1950"  
SENATOR MARGARET CHASE SMITH

The United States Senate has long enjoyed worldwide respect as the greatest deliberative body in the world. But recently that deliberative character has too often been debased to the level of a forum of hate and character assassination sheltered by the shield of congressional immunity.

It is ironical that we Senators can in debate in the Senate directly or indirectly, by any form of words impute to any American, who is not a Senator, any conduct or motive unworthy or unbecoming an American -- and without that non-Senator American having any legal redress against us -- yet if we say the same thing in the Senate about our colleagues we can be stopped on the grounds of being out of order.

It is strange that we can verbally attack anyone else without restraint and with full protection and yet we hold ourselves above the same type of criticism here on the Senate Floor. Surely the United States Senate is big enough to take self-criticism and self-appraisal. Surely we should be able to take the same kind of character attacks that we dish out to outsiders.

I think that it is high time for the United States Senate and its members to do some soul searching -- for us to weigh our consciences -- on the manner in which we are performing our duty to the people of America -- on the manner in which we are using or abusing our individual powers and privileges.

I think that it is high time that we remembered that we have sworn to uphold and defend the Constitution. I think that it is high time that we remembered; that the Constitution, as amended, speaks not only of the freedom of speech but also of trial by jury instead of trial by accusation.

Whether it be a criminal prosecution in court or a character prosecution in the Senate, there is little practical distinction when the life of a person has been ruined.

Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism --

The right to criticize;

The right to hold unpopular beliefs;

The right to protest;

The right of independent thought.

The exercise of these rights should not cost one single American citizen his reputation or his right to a livelihood nor should he be in danger of losing his reputation or livelihood merely because he happens to know some one who holds unpopular beliefs. Who of us doesn't? Otherwise none of us could call our souls our own. Otherwise thought control would have set in.

The American people are sick and tired of being afraid to speak their minds lest they be politically smeared as "Communists" or "Fascists" by their opponents. Freedom of speech is not what it used to be in America. It has been so abused by some that it is not exercised by others. . . .

As an American, I condemn a Republican "Fascist" just as much as I condemn a Democrat "Communist." I condemn a Democrat "fascist" just as much as I condemn a Republican "Communist." They are equally dangerous to you and me and to our country. . . .

## Using SOAPSTone to Analyze Text

Who is the **SPEAKER**? Remember that it is not enough to simply name the speaker. What can you say about the speaker based on references to the text? Are demographics of race, class, or gender important for understanding the position of this speaker and the audience?

What is the **OCCASION**? Be certain to discuss and record both the larger occasion, that is, those issues or ideas that must have made the speaker think about the incident, as well as the immediate occasion, the spark that moved the speaker from silence to voice.

Who is the **AUDIENCE**? There is an obvious and specific audience for this speech. Are there other possible groups or individuals being addressed? It's not enough to say, "Anyone who reads it." You will want to identify a certain audience by describing some of its characteristics.

What is the **PURPOSE**? The purpose could be purely a personal one. But it could also be directed at the audience, in which case you will have to decide what the message is and how the author wants the audience to respond. Does the speaker request a specific course of action?

What is the **SUBJECT**? What is the focus of the text? You should be able to state the subject in a few words or a very short phrase.

What is the **TONE**? Try to choose a description, one that fits the piece as a whole. You must also include specific words or phrases from the text and explain how they support your statements.