

# AP Language & Composition Summer Assignment 25-26

Welcome to AP Language & Composition! Summer assignments will be **due on the first day** of school.

Please also plan on assessments and class assignments that require your study of the vocabulary and understanding of CHORES.

If you have any questions, feel free to contact [sjardim@cclsancers.com](mailto:sjardim@cclsancers.com)! I'm happy to help :)

## OVERVIEW

Summer work: although it may feel like a CHORE, it'll help you get a better score! 😊 In order to prepare you for the course, your summer assignments will assist you in internalizing some AP Lang vernacular, as well as create a toolbox full of strong, specific evidence to use in argument generation.

## ASSIGNMENT #1: AP Lang Vocabulary

To prepare to analyze language and composition, there are some common terms that you should know. Create handwritten notecards for each of the 15 terms listed below and review them over the course of the summer. You may choose to create the notecards as you see fit to memorize the information, as long as you cover all 15 terms and the notecards are handwritten. You will have a quiz within the first few weeks of school on both comprehension and application of the terms.

Term	Definition & Example	Author's Why
absolute	a word or phrase that expresses something as total or complete, leaving no room for doubt (ex: always, never, everyone, etc.)	to emphasize certainty or authority; often used to persuade or assert dominance
anaphora	repetition of the same word or group of words at the beginning of successive clauses (ex: In books I find the dead as if they were alive; in books I foresee things to come...)	to create rhythm and emphasis; unify ideas for emotional build-up
anecdote	a brief personal story used to illustrate a point or grab attention (ex: When I was a child, I watched my mother work two jobs to keep us afloat...)	to humanize an argument, build emotional connection, or provide relatable evidence
allusion	reference to a well-known person, event, or text (ex: he had a smile that rivaled the Mona Lisa.)	to add deeper meaning or credibility by tapping into shared cultural knowledge
chiasmus	the order of words is reversed in parallel phrases (ex: Ask not what your country can do for you—ask what you can do for your country.)	to create rhythm, emphasis, and memorability in phrasing, often makes ideas feel balanced and powerful
comparison	metaphor, simile, analogy, etc.	to make abstract ideas more concrete, aid understanding, or create vivid imagery
ethos	appeal to credibility, character, or ethics (ex: As a doctor with 20 years of experience, I can assure you this treatment is effective.)	to build trust and show authority or moral character
hyperbole	exaggeration for emphasis on dramatic effect (ex: I've told you a million times.)	to create a strong impression, evoke emotion, or draw attention to the importance or absurdity of an idea
hypophora	asking a question and then answering it (ex: Why should we care about climate change? Because it affects every aspect of our future.)	to anticipate opposition or lead audience toward a conclusion
imagery	descriptive language that appeals to the senses: sight, sound, touch, taste, smell (ex: The scent of fresh bread wafted through the air, warm and comforting.)	to create vivid mental pictures, evoke emotion, and make abstract ideas more relatable and memorable
inclusive language	"we", "us", "all", "together"	to foster connection, avoid alienation, and promote a sense of shared identity or responsibility
juxtaposition	placing two elements side-by-side for comparison or contrast (ex: It was the best of times, it was the worst of times.)	to highlight irony or underscore differences to reveal truth
logos	appeal to logic and reason (ex: According to a recent study, 80% of accidents are caused by distracted driving.)	to persuade using rational evidence, data, or structured reasoning
pathos	appeal to emotion (ex: Think of the children left without homes after the storm.)	to evoke feelings in the audience that align them emotionally with the argument
rhetorical question	a question posed for effect, not to be answered (ex: What's the point of learning if we don't use what we know?)	to lead the audience to a particular conclusion, spark reflection, or emphasize the obviousness of an argument

## **ASSIGNMENT #2: CHORES Chart (x2)**

You will use the CHORES categories of evidence below to create TWO charts of evidence & examples.

- C – Current Events: news articles, political developments, activism, etc.
- H – History: historical examples, economics, movements, etc.
- O – Ourselves: personal or cultural observations, past experiences, etc.
- R – Reading: fiction (novels, plays, short stories, etc.) & nonfiction (op-eds, editorials, biographies, etc.)
- E – Entertainment: movies, pop culture, music, sports, etc.
- S – Science: natural sciences, environmental sciences, social sciences (psychology), etc.

**Step 1** – For each individual chart (you will have 2 charts in total), choose an abstract idea from the following list to center your work around: ambition, authenticity, exploration, individualism, freedom, justice, manipulation, or perfectionism, privacy, & sacrifice.

**Step 2** – Find a source for each letter of the CHORES acronym: although O will require personal experience, the other letters will require you to find a source in either text or video format (an article, podcast, video, book, or movie).

### Credible Source Suggestions:

- major news outlets (e.g., NPR, BBC, The Guardian, etc.)
- educational organizations (e.g., National Geographic, Scientific American, Psychology Today, Vox, Smithsonian, TED, PBS, etc.)
- government or non-profit websites (.gov, .org)
- reputable academic or scholarly sources

### Avoid:

- personal blogs
- opinion-only pieces without cited sources
- tiktoks or videos without clear educational content or creator credentials
- AI-generated summaries or content

**Step 3** – Copy the blank analysis chart on page 4 into a Word document and complete the section for each letter of the CHORES acronym, centered around your chosen abstract idea from Step 1. See the directions below and the example on page 3 for further clarification.

Analysis Chart Directions			
<b>CHORES Letter:</b>		<b>Article/Video Title:</b>	*for O, just give your own title to the experience
<b>Article/Video Link:</b>	*may not apply to every category; put when applicable		
<b>Summary:</b>	Summarize your source – or personal experience (for letter O only) – in 3-5 well written sentences. Challenge yourself to use some advanced punctuation: colon, semicolon, dashes.		
<b>Reflection:</b>	Elaborate on the connection between your article, video, or experience to your chosen abstract idea.		

**NOTE:** Be sure to repeat Steps 1-3 with a different abstract idea for your second CHORES chart; you will have two charts in total.

## **COLLECTION OF ASSIGNMENTS**

Analysis charts should be done digitally, not handwritten, and typed in a Word document following the format on page 4. Charts are due printed on the first day of school; deductions of 10% will be taken for each day late. Additionally, be sure to keep your digital copy as it will be submitted to Canvas and checked for plagiarism through Turnitin.

## **NOTE ABOUT PLAGIARISM**

All work submitted should be your own intellectual ideas. This is an independent assignment and is NOT something you are permitted to collaborate on with friends or seek assistance from AI on. Any student who submits any type of work or a key interpretive idea that is not his/her own, AI included, is guilty of plagiarism and will receive a zero for the work. Be honest in your work and have the confidence to value your own unique thoughts and opinions.



happy learning!

### EXAMPLE

<b>Your Name:</b>	Mrs. Jardim
<b>Abstract Idea:</b>	overconsumption *note – you should choose from ambition, individualism, justice, manipulation, or privacy

<b>CHORES Letter:</b>	H	<b>Article/Video Title:</b>	Roaring 20s: Decade of Decadent Consumerism, Parties, & More
<b>Article/Video Link:</b>	<a href="https://www.youtube.com/watch?v=F-T1ShGfi18">https://www.youtube.com/watch?v=F-T1ShGfi18</a>		
<b>Summary:</b>	The 1920s saw a dramatic rise in consumer culture in the U.S., driven by mass production, advertising, and credit expansion. Products like automobiles and household appliances became symbols of success. However, this overextension contributed to economic instability and helped trigger the Great Depression.		
<b>Reflection:</b>	This historical example shows how societal overconsumption—fueled by marketing and easy credit—can have widespread economic consequences. It’s a reminder that unchecked consumption often precedes crisis, not just personally but nationally. These parallels between the Roaring Twenties and today’s consumer-driven culture underscore the need for moderation to prevent similar economic downturns.		

<b>CHORES Letter:</b>	O	<b>Title:</b>	Buying in Bulk
<b>Summary:</b>	In my family, we often buy in bulk to “save money,” especially when it comes to food. However, a lot of it ends up spoiling before we can use it. Leftovers are forgotten in the fridge, produce goes bad, and we throw away more than we realize. It’s become a routine part of our lives that no one really questions.		
<b>Reflection:</b>	This habit is a subtle but powerful example of overconsumption. It shows how even well-intentioned efforts to be “smart” consumers can lead to waste when we’re focused more on quantity than need. It’s a reminder that overconsumption isn’t always flashy—it can happen quietly, in everyday choices.		

<b>CHORES Letter:</b>	R	<b>Article/Video Title:</b>	<i>In the Time of the Butterflies</i> by Julia Alvarez
<b>Summary:</b>	This historical novel follows the Mirabal sisters as they resist Trujillo’s dictatorship in the Dominican Republic. Trujillo’s regime thrives on excess—his greed for power, luxury, and control leads to oppression, violence, and the silencing of dissent. The contrast between his indulgence and the people’s suffering highlights the imbalance.		
<b>Reflection:</b>	Trujillo’s overconsumption of power is central to the narrative. He doesn’t just accumulate wealth or influence—he consumes voices, freedoms, and even lives to preserve his dominance. The novel warns of what happens when unchecked consumption becomes political and personal destruction.		

<b>CHORES Letter:</b>	E	<b>Article/Video Title:</b>	<i>Wall-E</i> (2008, Pixar)
<b>Summary:</b>	<i>Wall-E</i> is a dystopian animated film where Earth has been abandoned due to overwhelming waste. Humans now live in space, relying entirely on technology while consuming mindlessly. The story follows a lone robot left to clean up the mess, ultimately raising awareness about our environmental and consumer habits.		
<b>Reflection:</b>	The film critiques overconsumption by showing a world destroyed by excess. The humans in <i>Wall-E</i> have become passive and disconnected, a direct result of indulgent lifestyles and consumer culture. The movie exaggerates current habits to issue a warning about what might happen if society continues on this path.		

**NOTE:** Although not all letters of the CHORES acronym are on this page, please be sure to complete one chart per letter (6 per chart; 12 in total).

<b>Your Name:</b>	
<b>Abstract Idea:</b>	

<b>CHORES Letter:</b>	C	<b>Article/Video Title:</b>	
<b>Article/Video Link:</b>			
<b>Summary:</b>			
<b>Reflection:</b>			

<b>CHORES Letter:</b>	H	<b>Article/Video Title:</b>	
<b>Article/Video Link:</b>			
<b>Summary:</b>			
<b>Reflection:</b>			

<b>CHORES Letter:</b>	O	<b>Title:</b>	
<b>Summary:</b>			
<b>Reflection:</b>			

<b>CHORES Letter:</b>	R	<b>Article/Video Title:</b>	
<b>Article/Video Link:</b>			
<b>Summary:</b>			
<b>Reflection:</b>			

<b>CHORES Letter:</b>	E	<b>Article/Video Title:</b>	
<b>Article/Video Link:</b>			
<b>Summary:</b>			
<b>Reflection:</b>			

<b>CHORES Letter:</b>	S	<b>Article/Video Title:</b>	
<b>Article/Video Link:</b>			
<b>Summary:</b>			
<b>Reflection:</b>			

**NOTE:** You will complete this page twice; once per abstract idea of your choice.