

Magnet 10th grade AP English Language and Composition Pre-Course Reading Assignment

Welcome to AP English Language/Composition, a yearlong A/B schedule college level rhetoric and critical reading course that teaches you to read and write across multiple disciplines and expands your argumentation skills (sorry, parents!), paired alongside your AP Seminar course. This class is unlike any other English class you have taken so far. Let's explore our yearlong theme: *The Seven Deadly Social Sins!*



Mahatma Gandhi's List of the Seven Deadly Social Sins; or Tips on How to Avoid Living the Bad Life

You might be thinking, I am *pretty sure* I know the Seven Deadly Sins. In 590 AD, Pope Gregory I unveiled a list of the Seven Deadly Sins – *lust, gluttony, greed, sloth, wrath, envy and pride* – as a way to keep the flock from straying into the thorny fields of ungodliness. It also sounds like plot lines on American reality television, am I right?

But let's look to one of the saints of the 20th Century — Mahatma Gandhi. On October 22, 1925, Gandhi published a list he called the *Seven Deadly Social Sins* in his weekly newspaper *Young India*:

Politics without principles; Wealth without work; Pleasure without conscience; Education without character; Commerce without morality; Science without humanity; Worship without sacrifice.

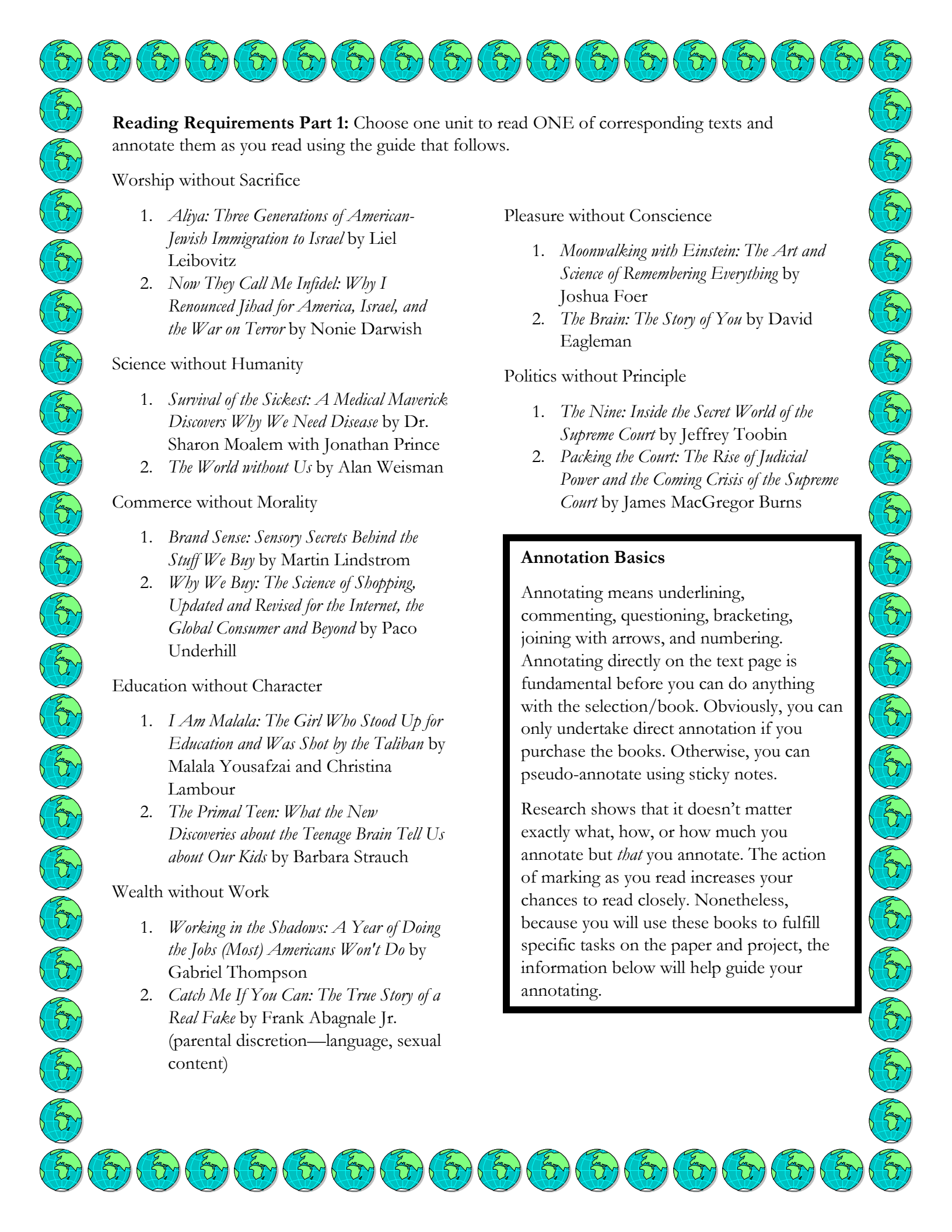
The list sprung from a correspondence that Gandhi had with someone only identified as a “fair friend.” He published the list without commentary save for the following line: “Naturally, the friend does not want the readers to know these things merely through the intellect but to know them through the heart so as to avoid them.”

Unlike the Catholic Church's list, Gandhi's list is expressly focused on the conduct of the individual in society. Gandhi preached non-violence and interdependence and every single one of these sins are examples of selfishness winning out over the common good.

In 1947, Gandhi gave his fifth grandson, Arun Gandhi, a slip of paper with this same list on it, saying that it contained “the seven blunders that human society commits, and that cause all the violence.” The next day, Arun returned to his home in South Africa. Three months later, Gandhi was shot to death by a Hindu extremist.

Throughout this year we will be examining these social sins in depth, and they will serve as our thematic units. For your summer reading assignment, familiarize yourself with just **one of these units** and read **ONE of the corresponding texts**.

As you read, please annotate your text. This book will be used for your first process paper and a project. You must find evidence from this book for your first process paper and first project, so annotate per the directions on the back. Annotating thoroughly will lead you directly to the project/paper, so the more detail and effort you put into annotating, the easier the project and paper will be for you.



Reading Requirements Part 1: Choose one unit to read ONE of corresponding texts and annotate them as you read using the guide that follows.

Worship without Sacrifice

1. *Aliya: Three Generations of American-Jewish Immigration to Israel* by Liel Leibovitz
2. *Now They Call Me Infidel: Why I Renounced Jihad for America, Israel, and the War on Terror* by Nonie Darwish

Science without Humanity

1. *Survival of the Sickest: A Medical Maverick Discovers Why We Need Disease* by Dr. Sharon Moalem with Jonathan Prince
2. *The World without Us* by Alan Weisman

Commerce without Morality

1. *Brand Sense: Sensory Secrets Behind the Stuff We Buy* by Martin Lindstrom
2. *Why We Buy: The Science of Shopping, Updated and Revised for the Internet, the Global Consumer and Beyond* by Paco Underhill

Education without Character

1. *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai and Christina Lambour
2. *The Primal Teen: What the New Discoveries about the Teenage Brain Tell Us about Our Kids* by Barbara Strauch

Wealth without Work

1. *Working in the Shadows: A Year of Doing the Jobs (Most) Americans Won't Do* by Gabriel Thompson
2. *Catch Me If You Can: The True Story of a Real Fake* by Frank Abagnale Jr. (parental discretion—language, sexual content)

Pleasure without Conscience

1. *Moonwalking with Einstein: The Art and Science of Remembering Everything* by Joshua Foer
2. *The Brain: The Story of You* by David Eagleman

Politics without Principle

1. *The Nine: Inside the Secret World of the Supreme Court* by Jeffrey Toobin
2. *Packing the Court: The Rise of Judicial Power and the Coming Crisis of the Supreme Court* by James MacGregor Burns


Annotation Basics

Annotating means underlining, commenting, questioning, bracketing, joining with arrows, and numbering. Annotating directly on the text page is fundamental before you can do anything with the selection/book. Obviously, you can only undertake direct annotation if you purchase the books. Otherwise, you can pseudo-annotate using sticky notes.

Research shows that it doesn't matter exactly what, how, or how much you annotate but *that* you annotate. The action of marking as you read increases your chances to read closely. Nonetheless, because you will use these books to fulfill specific tasks on the paper and project, the information below will help guide your annotating.



Annotate to Prepare for the Project and Paper

 Recognize that texts often embody historical and cultural assumptions, values, and attitudes that differ from your own. Be aware of these differences. Because texts often challenge readers' attitudes, positions on current issues, and both consciously and unconsciously held beliefs, feelings such as anxiety, irritation, frustration, vulnerability, shame, wariness, and alertness indicate that you are reacting based on personal or family values, religious beliefs, racial or ethnic group, gender, sexual orientation, social class, or regional experience.

1. As you read,
 - Note places that challenge your views about the region, the current situation, recent history, distant history, the people, and the strife.
 - Note places that offer you new information, claims, or evidence, note how the author is using his/her experience, knowledge, or connections to make a point or deliver information, and note your reactions: emotional, ethical (right/wrong), and logical.
2. What did the author do to create that feeling/reaction? Mark the words, details, methods of phrasing, inclusion/exclusion of information that make you react and mark evidence: facts, statistics, personal accounts, others' accounts, expert statements/accounts, etc. that the author uses to prove his/her point.
3. At the end of each chapter and/or section, on a sticky note create a condensed version of the author's ideas and his/her methods to help you understand those ideas. Try phrasing this with the words *should/must* to indicate your point of view/argument.
4. Add reflections and your commentary. Do not summarize; instead *analyze* the writing. Use your own words because this action confirms that you understand the text, but you may use key words/phrases. Refer to the author by last name. Write in present tense and use verbs such as *expresses*, *acknowledges*, and *explains* to indicate the writer's purpose (why he/she does it) and strategy (how he/she does it).
5. Once you have finished the book, on a sticky note bullet point...

End with a final analysis **AND** personal reflection of the book's entirety. 1) How did the author's writing connect you to the topic? 2) What does the author do that helps you understand what he/she wants you to do or think now that you have finished the book?

If you have any questions, please feel free to email me at
Lindsay.Theaker@cobbk12.org

Have an amazing summer! Can't wait to meet you!