

Henrico County Public Schools strongly encourages parents/guardians to work with their children as they read their summer reading books. You are to read the following book this summer to prepare for your year in AP English. The book is an item that is often found on the AP Composition and Literature tests; it can be found in any bookstore. Please use online stores like Amazon, Books-a-million, or Barnes and Noble to purchase the text. It is strongly suggested that you buy the book so that you can write in it and refer to it throughout the year. The text will be the basis of your essay assignments. You will both have to write essays on the feature itself, as well as use it in comparison with other readings we have throughout the year.

- **Mandatory Reading: *In Cold Blood* by Truman Capote**

## Assignment #1: Quotes Project (Source: Anne Arvidson – presenter at NCTE Convention)

**Part I:** Use post-it notes to mark passages as you read. Every time you encounter a particularly important, provocative, dramatic, surprising, even disturbing passage, mark it with a post-it note. When you see the author utilizing a rhetorical strategy (listed in Assignment #2 below), mark it and try to figure out WHY the author used that strategy. *Pay close attention to diction, tone, mood, characterization, conflict, figurative language, and all those other “English-y” terms you know.*

Only when you have completed the novel will you look at all those passages (and all the sticky notes!) and decide which to analyze. When you are done reading your book, you will select 8 passages from the novel. (Beginning, Middle and End) Copy the passages down (including page numbers) and then write about each passage in the following ways. See Part II.

**Part II:** First, in a well written paragraph explain how each passage “fits” into the novel. Discuss the importance of the passage to the book’s message, meaning or theme. Also, react to the passage as a reader. Help me understand WHY you have selected this passage. Incorporate text support into your analysis. To generate responses, you can consider the following as suggested prompts or questions:

- ✓ Why does the passage impress, intrigue, horrify, or puzzle you?
- ✓ Do you find the author’s use of language appealing or powerful? Does the passage jump off the page as a great descriptive passage?
- ✓ Does it prompt a strong response from you as you read it? Does it present itself as so well-crafted that you just love the sound of it? Is the language beautiful, descriptive, graphic?
- ✓ Is it particularly meaningful? Is it a high point in the book?
- ✓ Do you find yourself in agreement/disagreement with the ideas expressed?
- ✓ Does the passage remind you of a situation you have lived as well?
- ✓ Does the passage make you laugh out loud or make you melancholy or make you something else?
- ✓ Does the author raise intriguing questions or issues?
- ✓ Does the passage challenge or expand your thinking?
- ✓ Do you recognize this quote as an AP rhetorical device? (see list of terms)
- ✓ What is the effect of this quote in relation to the book’s overall purpose?
- ✓ **What rhetorical strategies (see assignment #2 of summer work) does this quote exemplify, and how do they affect the mood, tone, or passage in general?** ← This skill will help prepare you for rhetorical analysis.

You are not limited to the above list, nor do I expect you to answer all of the above. However, your responses to the passages should clearly explain to me WHY these passages mean something to you, WHY these passages caught your attention, and HOW these passages propel the author’s overall purpose of the novel. Also, be reasonably concise. Find a balance between quantity and quality in your writing.

**Part III:** Then, select ANOTHER passage as “The Quote of the Book.” This should be that one passage that captures the essence – the true meaning – of the novel for you, the reader. In a well written paragraph explain exactly HOW this passage

is the one perfect quote from the book. Think of this as the one passage that you would absolutely want saved should your book ever be lost or destroyed.

## Assignment #2: Rhetorical Terms

Please buy a package of 3x5 note cards. Using the *internet* or a dictionary, define these words *and* find examples of them using the internet as your guide. You will be responsible for knowing the definitions of these terms and for being able to identify their use in texts. For study purposes, you might want to put the term on one side of the card and the definition & examples on the other side. Leave room for additional notes and examples as the semester progresses. Knowledge of these terms is an important foundation for the course.

**In Summary:** You should complete the following two assignments by the first day of school.

1. Quote Project

2. 3x5 card Rhetorical Terms Definitions

**Contact Information (PLEASE email us if you have any questions at all, and please do not wait until the day before school starts to reach out to us ☺):**

1. Nicole Sanchez-Coe- [nmscoe@henrico.k12.va.us](mailto:nmscoe@henrico.k12.va.us)
2. Emily [Stains—elstains@henrico.k12.va.us](mailto:Stains—elstains@henrico.k12.va.us) (Department Chair)

The Varina English Department uses the Total Points grading system so no one assignment can destroy your grade. You will first use your summer reading notes to write an argument essay (see attached about how AP essays are scored—notice that you cannot pass without support and analysis (i.e. what elements of the stories prove the point of the prompt). We will also use the summer reading to work on rhetorical analysis and multiple choice practice throughout the entire school year (in other words—you can't get away with never doing the work—you will be at a disadvantage when we relate/compare/contrast summer items to the texts we read in class).

### **Disclaimer:**

*It is imperative that you do this work on your own. **Group work is not permitted for these particular assignments.** They should not be duplicates, matches or mirror images of any other student's work in this course. Copying and pasting from the internet or using internet sources such as SparkNotes is not permitted, even if paragraphs are reworded. Students who ignore or disregard these expectations will receive a zero for the assignment.*

### **AP Rhetorical Terms**

- |                          |                 |                         |
|--------------------------|-----------------|-------------------------|
| 1. Allusion              | 11. Ethos       | 23. Personification     |
| 2. Anadiplosis           | 12. Euphemism   | 24. Polysyndeton        |
| 3. Anaphora              | 13. Hyperbaton  | 25. Pun                 |
| 4. Antimetabole/Chiasmus | 14. Hyperbole   | 26. Rhetorical Question |
| 5. Antithesis            | 15. Idiom       | 27. Schemes             |
| 6. Aristotelian Triangle | 16. Litotes     | 28. Simile              |
| 7. Asyndeton             | 17. Logos       | 29. Synecdoche          |
| 8. Conduplicatio         | 18. Metaphor    | 30. Syntax              |
| 9. Diction               | 19. Metonymy    | 31. Tropes              |
| 10. Epithet              | 20. Oxymoron    | 32. Understatement      |
|                          | 21. Parallelism | 33. Zeugma              |
|                          | 22. Pathos      |                         |

**Honors/AP English Scoring Guide**

Top Scores	These are well-written papers which respond fully to the question asked. The best papers show a full understanding of the issues and support their points with appropriate textual evidence and examples. Writers of these essays demonstrate stylistic maturity by an effective command of sentence structure, diction, and organization. The writing need not be without flaws, but it should reveal the writer's ability to choose from and control a wide range of elements of effective writing.
9-8	
Upper Scores	These essays also respond correctly to the questions asked but do so less fully or less effectively than the essays in the top range. Their discussion may be less thorough and less specific. These essays are well-written in an appropriate style but reveal less maturity than the top papers. They do make use of textual evidence to support their points. Some lapses in diction or syntax may appear, but the writing demonstrates sufficient control over the elements of composition to present the writer's ideas clearly.
7-6	
Middle Score	These essays respond to the question, but the comments may be simplistic or imprecise; they may be overly generalized, vague, or inadequately supported. These essays are adequately written, but may demonstrate inconsistent control over the elements of composition. Organization is attempted, but it may not be fully realized or particularly effective.
5	
Lower Scores	These essays attempt to deal with the question, but do so either inaccurately or without support or specific evidence. They may show some misunderstanding or omit pertinent analysis. The writing can convey the writer's ideas, but it reveals weak control over diction, syntax, organization. These essays may contain excessive and distracting spelling and grammatical errors. Statements are seldom supported with specific or persuasive evidence, or inappropriately lengthy quotations may replace discussion and analysis.
4-3	
Lowest Scores	These essays fail to respond adequately to the question. They may reveal misunderstanding or may distort the interpretation. They compound the problems of the Lower Score papers. Generally these essays are unacceptably brief or poorly written. Although some attempts to answer the question may be indicated, the writer's view has little clarity and only slight, if any, evidence in its support.
2-1	

**1-9 Descriptors**

<b>1 &amp; 2</b>	<b>3 &amp; 4</b>	<b>5 &amp; 6</b>
Off topic Soap Box Lecture "I" Argues against writer's position Testimonials Teacher Lecture Defining of Terms Major grammatical problems Brevity 0 Analysis Inaccuracies	"Listers" "Labelers" (0 analysis) Pointless allusion Believe Language Test is Same as Lit Test Paraphrasing through over quoting (i.e., long passages) Limited task (i.e., diction) Proving the obvious Poor analogies "Obviously"; 2nd person (you) Colloquial diction "even" Cliches ("makes you stop and wonder") Implied analysis, but inaccurate Funnel opening (truisms) Immature focus (get the reader's attention) 0 sense of completion (abrupt)	Inconsistent but adequate Less difficult concepts (i.e. diction - rather than POV, symbolism, syntax) Linear in organization (step by step) Laborious Rigid organization Occasional insight Limit thesis - often 3 parts Summary conclusion Once over lightly
<b>7</b>	<b>8</b>	<b>9</b>
More fluid in style Sections insightful Often one section well developed by student affected by time Clear or implied thesis Attempts more difficult tasks Sense of completion	Strong sense of control - organization Insightful (often tied to human condition) Mature in style and vocabulary Tight link of support (text references) to author's intent	Magical at times Attempts more challenging concepts (i.e., figurative lang., symbolism, extended metaphor, organization, pacing, narrative strategies) Mature beginnings Takes risks - always under control

Henrico County Public Schools  
AP English 11: Summer 2017  
Varina High School

Your Name  
Teacher's Name  
AP English Language and Composition  
22 August 2012

(\*Students may **not** use this book for their assignment. This is only an **example**.)

*The Devil in the White City*

By Erik Larson

1. *"It was the details of the building that gave him the most pleasure... There would be a large basement with hidden chambers and a subbasement for the permanent storage of sensitive material... He could hardly imagine the pleasure that would fill his days when the building was finished and flesh-and-blood women moved among its features. As always, the thought aroused him." (67)*

This passage occurred when Dr. H. H. Holmes was deviously planning his house blueprint. Larson's purpose in this passage was to bring out Holmes's true evil and psychopathic impulses. He wanted a chamber in the basement of his Chicago building where he could murder young women in secret and then store them under the building forever. Even though Larson did not reveal that Holmes was planning this building to murder people, it was very evident with his callous diction. That there was *"a subbasement for the permanent storage for sensitive material"* in Holmes's plans suggested that Holmes stored material in this room that was not to be seen or recovered ever again. Later in the passage when Larson specified that *"flesh-and-blood women"* would be moving *"among its features"* confirms the fact that this subbasement would be used to store bodies. By using these words, Larson dehumanized the women that lived in this building, and that is exactly what Holmes wanted to do to them. When I read this passage, I was completely disgusted. The fact that he felt pleasure and arousal when thinking about these rooms where he could kill people is horrifying. In addition, it is sickening to think that Holmes could murder young women just blocks away from the marvelous and jubilant world's fair. By this point it is evident that Holmes is truly evil and psychopathic.

2. *"By day's end there was every indication that Chicago's fair would become the most heavily attended entertainment in the history of the world. This optimism lasted all of twenty-four hours. On Tuesday, May 2, only ten thousand people came to Jackson Park, a rate that, if continued, would guarantee the fair a place in history as one of the greatest failures of all time." (239)*

I chose this passage because of its importance in the story and the drama that it creates. Larson's purpose was to emphasize the significance of the world's fair and its importance to the reputation of the directors and the city of Chicago. This passage describes the ups and downs that the architects and leaders of the fair experienced. The first day the fair opened proved to be 6

profoundly successful, which was a relief to many people. However, due to the Panic of 1893 and the economic distress it caused people, there were always an unpredictable amount of people at the fair. The directors of the fair (mainly the leader, Daniel Burnham) became apprehensive after this second day of the fair, because they needed money to pay the fair's debts. In addition, the directors wanted to upstage the world's fair in France, where the Eiffel Tower was built. With the world watching the fair and America's reputation in the hands of Chicago, the directors needed hundreds of thousands of people to come to the White City (the fair) to give Chicago the acclaim it deserves for housing this wonderful world's fair. This point in the book can be seen as both a high point and a low point. By juxtaposing the success of opening day and the failure of the following day, Larson creates a very dramatic situation. In addition, the tone shift that occurs between the first and last sentence adds to the drama and the polar nature of the fair's outcome. This drama suggests that more ups and downs in the fair were still to come. Furthermore, the directors and the city of Chicago depended on the outcome of the fair for their success. If the fair succeeded, the reputation of the directors and Chicago would be saved. If the fair failed, the reputation of the directors and Chicago would be ruined.

3. *"The significance of the moment escaped no one. Here was one of the greatest heroes of America's past saluting one of the foremost heroes of its future. The encounter brought the audience to its feet in a thunder of applause and cheers." (286)*

This passage marks a genuinely special moment. It caught my attention because its description and feelings of one specific event applied to the entire fair. Larson's purpose in this passage is to illustrate how wonderful the outcome of the world's fair proved to be. Essentially, the Chicago Worlds' fair unified America and it unified past and future generations. Larson used the example of the meeting of Susan B. Anthony (advocate of women's rights) and William F. Cody (director of the famous Buffalo Bill show) to represent the feelings of the fair as a whole. These two historic figures were so different, but the Chicago world's fair brought them together. The world's fair brought anyone and everyone together. Larson uses a metonymy when he described the reaction of *"the audience"* to further this feeling of unification and bring together everyone who was watching this encounter. With the delight and glee of everyone evident, it is obvious that the world's fair was a success.

4. *"But the fair did more than simply stroke pride. It gave Chicago a light hold against the gathering dark economic calamity." (288)*

This passage stood out to me because of its powerful imagery and important meaning. It shows the reader how significant the world's fair was and how it was able help people get through hard times in the economy. Larson's purpose is to assert the importance of the Chicago world's fair. The Panic of 1893 resulted in many banks closing, which in turn caused fear to ensue among the American people. They needed something to get them through this difficult time. This something was the world's fair. With its grand buildings and the very first Ferris wheel, the Chicago world's fair gave everyone hopes that there was light at the end of the tunnel of economic turmoil. Larson uses contrast of light and dark to stress the differing feelings of the time. While the economic situation gave everyone depression and pessimism, the world's fair 7

gave everyone hope and optimism. Optimism among the American people was a crucial factor in the process of recovering from the *"economic calamity."* The successful world's fair was an important event that helped people through the Panic of 1893 and gave them ambition for the future.

5. *"He had to concentrate to hear the sobs from within. The airtight fittings, the iron walls, and the mineral-wool insulation deadened most of the sound, but he had found with experience that if he listened at the gas pipe, he heard everything much more clearly. This was the time he most craved."* (296)

This passage describes part of Holmes's process of killing someone. Larson's purpose is to emphasize how evil and psychopathic Holmes is. When I was reading this passage, I felt sick to my stomach. It is outraging to think that Holmes went out of his way to listen to the young women inside the chamber sobbing. Larson's callous diction in this passage furthers his purpose. The young woman being gassed to death is no longer a person, and she is reduced to the word *"sobs."* Holmes had no feelings towards the woman inside the gas chamber; all he cared about was what sounds she made while she was dying. This was his favorite part- *"the time he most craved."* This completely disgusts me. Not once did he regret killing any one of his victims, and he craved the time when he could hear one of his victims dying. Larson reveals Holmes's psychopathic tendencies when he describes Holmes's enjoyment in the process of murdering someone.

6. *"The threat of violence was as palpable as the deepening cold of autumn... The White City had drawn men and protected them; the Black City now welcomed them back, on the eve of winter, with filth, starvation, and violence."* (323)

I picked this passage because of its powerful and eloquent language. Marking a very important event in the book, Larson illustrates the end of the Chicago World's Fair and the aftereffects it had on the city. Essentially, the men that worked on the fair were left without jobs and without safety. With very descriptive language, Larson conveys that the world's fair, the White City, is no longer around to protect the workers. Larson uses a simile and personification elaborate on the feelings of the workers after the fair ended. The comparison made that *"the threat of violence was as palpable as the deepening cold of autumn"* suggests that the threat was so prominent that they could feel it on their skin. In addition, Larson personifies the White City (the fair) and the Black City (Chicago). The White City lured the workers in and gave them jobs and shelter, and after the fair was over, the Black City took them back and exposed them to all of its maladies. The workers had safe housing during the world's fair, and after it was over, the workers had nothing to keep them from diseases, fires, and harmful people. Because Larson gave the cities humanlike qualities, it creates the feeling that a city, not its buildings and streets, can protect or harm workers. Larson conveys the fact that the world's fair was of great importance to the success and safety of the city of Chicago and its people.

7. *"Harrison's murder fell upon the city like a heavy curtain. There was the time before, there was the time after. Where once the city's newspapers would have run an endless series of stories about the aftereffects of the fair, now there was mostly silence."* (333)

I was drawn to this passage because of Larson's powerful language and use of literary devices. This passage elaborated on the effects of Chicago mayor Carter Harrison's assassination during the ending of the world's fair. Larson used an antithesis and a simile to propel his purpose- to assert Harrison's importance to the world's fair. When Larson employed an antithesis and explained *"there was a time before, there was a time after"* he emphasized how important mayor Harrison was. Harrison's assassination (compared to *"a heavy curtain"* with a simile) divided the times. Before he died, Chicago could celebrate the fair and its success. After he died, Chicago was mourning. They could not open the curtain; they could not celebrate the end of the fair. One of the fair's most important leaders was dead, and this changed everything. It was impossible to celebrate the success of the

fair when the mayor of the city was dead. Harrison's death controlled the city's reaction to a successful world's fair.

8. *"Strange things began to happen that made Holmes's claims about being the devil seem almost plausible. Detective Geyer became seriously ill. The warden of Moyamensing Prison committed suicide. The jury foreman was electrocuted in a freak accident. The priest who delivered Holmes's last rites was found dead on the grounds of his church of mysterious causes. The father of Emily Cigrand was grotesquely burned in a boiler explosion. And a fire destroyed the office of District Attorney George Graham, leaving only a photograph of Holmes unscathed."* (386-387)

This passage describes the aftereffects of Holmes's death. Holmes claimed that he was the devil, and after he was executed, strange events began to occur. Eerie events happened to many people who were a part uncovering his murders or executing him. After Holmes died, these people were all injured or killed for no apparent reasons. I picked this chilling passage because it was notably alarming. I was frightened because spooky events happened to so many people that it was hard for it to be purely coincidental. Larson's purpose of exposing Holmes's true evil was facilitated by using passive language. For example, when Larson notes that *"the father of Emily Cigrand [a young woman that was murdered by Holmes] was grotesquely burned in a boiler explosion"* he suggests that maybe the boiler was not solely the cause of the man's death. Larson theorizes that maybe Holmes actually was the devil and caused all of those bad things to happen to everyone. In this way, Holmes's pure evil is exposed.

**The Quote of the Book:** *"That something magical had occurred in that summer of the world's fair was beyond doubt, but darkness too had touched the fair... A murderer had moved among the beautiful things Burnham had created. Young women drawn to Chicago by the fair and by the prospect of living on their own had disappeared, last seen at the killer's block long mansion, a parody of everything architects held dear."* (6)

This passage is the epitome of the *Devil in the White City*. Larson's purpose is perfectly elaborated upon in this passage- that some men choose to be good, and some men choose to be evil. He unifies the marvelous world's fair (the White City) and the brutal murders committed by Dr. H. H. Holmes (the devil). In addition, Larson contrasts these two events as polar opposites. Chicago had housed both magic and murder only a few blocks away from one another. Daniel Burnham had created the most wonderful event in the history of Chicago, while Dr. H. H. Holmes had created the most horrendous events in the history of Chicago. It is amazing to think that grotesque and brutal murders could occur in the midst of the magnificent and beautiful Chicago world's fair. Because Larson did not use Holmes's name at all in this passage, Holmes can be interpreted as mysterious and secretive in his acts. Larson demonstrates how some people use their time to create happiness, and how others use their time to create misery.