

Dear AP Language Student,

We are so excited to see and work with you in the coming school year in AP Lang! This course is dedicated to the study of nonfiction texts, from memoir and biography to argument, persuasion, information, and history. As such, we'd like to set the tone for the course by introducing you to some great speeches. We've chosen (what we think are) a very exciting array of pre20th century and 20th century speeches for you to choose from. Your task, then, is to . . .

- 1) Use the two links below to peruse your choices. You must choose one pre-20th century speech **and one** 20th century speech.
- 2) Read them.
- 3) Complete a SPACE graphic organizer (attached to this sheet) as thoroughly and competently as possible for **both** speeches.
- 4) Read the article "Writing Summaries" (attached to this sheet) and follow its direction to write a summary for **both** speeches.
- 5) Bring both SPACE sheets and summaries to the first day of class.

**For pre-20th century speeches:
Visit**

<https://www.ortn.edu/highschool/2022-english-11-ap-language-summer-reading-repository-of-speeches-1850-1900/>

- Choose one speech from the provided list.
- Make sure to take advantage of the speaker information made available at the top of speeches; however, you will need to further research some background information on the speaker.

**For 20th Century speeches:
Visit**

<https://www.americanrhetoric.com/top100speechesall.html>

- Choose one speech from the provided list.
- You may NOT choose Martin Luther King Jr.'s "I Have a Dream" as this has been studied in previous levels.
- You will need to research background information on the speaker.
- Please take advantage of the audio and/or video available for some speeches provided on this site.

If you have any questions, please reach out to Ms. Jordan (jsjordan@ortn.edu) or Dr. Morton (samorton@ortn.edu).

Sincerely,
Your AP Language and Composition Teachers

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Instructions: After reading a speech chosen from the list provided (we suggest you take notes, though we will not require this), fill out the graphic organizer below. Please type your answers in the space provided.



<p>S</p>	<p>Speaker: Who is the speaker? What do we know about them? What can you tell or what do you know about the speaker that helps you understand the views expressed?</p>	
<p>P</p>	<p>Purpose: What is the speaker hoping to accomplish? What is the reason behind this piece? What do they want the audience to do after having listened?</p>	
<p>A</p>	<p>Audience: Who is the speaker trying to reach? How do we know? Do they indicate a specific audience? What assumptions exist in the text about the intended audience?</p>	
<p>C</p>	<p>Context: What is the time and place of this piece? What is happening in the world as it relates to the subject of the speech or the speaker?</p>	
<p>E</p>	<p>Exigence: What was the spark or catalyst that moved the speaker to act? How did that event impact the speaker?</p>	

Note: After filling out the graphic organizer, bring it, your speech, and any notes you took with you to the first day of class.

WRITING SUMMARIES

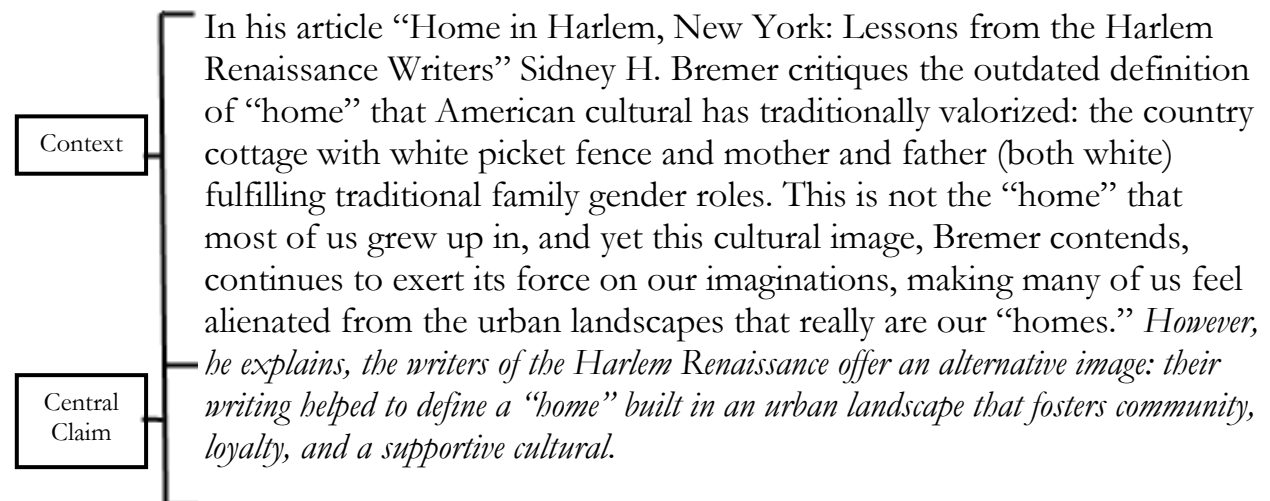
A summary is an overview of the main ideas of an argument in an abbreviated form. A good summary should usually be anywhere from six to twenty sentences long (a solid paragraph in length). For shorter articles or websites, you might need only six or eight sentences. For longer works, such as books, your summary will necessarily be longer. Regardless of length, however, a good summary should always do the following:

- It should contextualize the argument by showing the larger conversation of which the source is a part
- It should *always* present the primary argument of the source,
- And it should detail main supporting arguments

Many times, students will start their summaries with something like this:

In his article “Home in Harlem, New York: Lessons from the Harlem Renaissance Writers” Sidney H. Bremer gives several ways that the Harlem Renaissance writers illustrated what an “urban home” can look like.

As an overview of the main argument of the article, this sentence is lacking in several ways. First, while it tells *what* the author does in the article, it fails to explain the central argument made. Secondly, it fails to contextualize the argument in any way for readers. A far better overview of the main argument might look like this:



The second example is much better than the first because it introduces the academic conversation that the article is a part of (some parties in the conversation perpetuate a traditional definition of home, and it is with these parties that Bremer is dialoguing). It also states the main argument—not only that Bremer “gives several ways” that Harlem Renaissance writers defined an urban home, but the actual ways that they did so: fostering community, loyalty, and a unique culture.

After you have contextualized the argument and stated the primary point, you then need to give an overview of supporting arguments. For example, using the above article as our case, we might finish out the summary thus:

Bremer explains that Harlem-as-home was created by these writers in their celebration of Harlem's "textures, persons, and arts" (p. 49). It was described by them as being essentially "organic" unlike the mechanized views of city life more traditionally promulgated. These writers depicted Harlem as life-giving, nurturing, and sexually exciting, a place where the senses were heightened and the intellect stimulated. Moreover, Bremer argues, though the poverty and ghettoization of Harlem's residents cannot be overlooked, they nevertheless formed a community where people interacted in the streets and felt themselves to be an extension of family. The view of Harlem as presented by these Renaissance writers emphasized the vitality, artistry, organicism, and community of Harlem's neighborhoods. And while this vision may often times be idealized and unrealistic, still, Harlem Renaissance literature offers us an alternate dream of "home" to contrast with the country cottage vision. A true *Urban Home*.

After reading this summary, we could probably guess what the major sections of the article are about, even without having read the article. In fact, from this summary alone, we could outline all of the major points of the article:

Central Claim:

Harlem Renaissance writers helped to define the image of an "urban home" different than the traditional country home represented in much of literature.

Subclaims:

- This urban home was defined as textured and artistic
- It was represented as organic, not mechanical
- It was also presented as life-giving and magical
- Its community was quite close, people viewing one another as extended family
- These representations often ignore the poverty and oppression—it's an idealized view of home.
- Nevertheless, it offers us an alternative vision of what "home," an *urban* home, can mean.

To sum up, then, a good summary gives readers 1) A contextualization of the argument, 2) the author's primary point, and 3) a clear, though abbreviated, explanation of supporting points such that the reader has a clear overview of the article's organization.

As you begin writing your own summaries, it will help you to follow these steps:

1. Decide who the author is conversing with. What are the alternate points of view that the author is addressing? This will help you to contextualize the argument.
2. Locate the central claim and put it in your own words.
3. Outline the article, and then put that outline in paragraph form.

And voila! You have a thorough summary.