

Advanced Placement Language and Composition

Grade 11

Summer Work Requirements / 2020-2021 School Year

Summer Preparation: Create flashcards for the terms below. The flash cards should have the term on one side and the definition along with an example on the other side. You need to study your flash cards and prepare yourself for a quiz on the first day of class.

1. Imagery 2. Ethos 3. Pathos 4. Logos 5. Apposition 6. Nominalization 7. Loose Sentence 8. Periodic Sentence 9. Understatement 10. Tone 11. Paradox 12. Parallel structure 13. Denotation 14. Juxtaposition	15. Connotation 16. Active voice 17. Passive voice 18. Aphorism 19. Satire 20. Circumlocution 21. Euphemism 22. Verbal irony 23. Dictation 24. Anaphora 25. Antecedent 26. Deductive reasoning 27. Inductive reasoning
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Reading Material

The Declaration of Independence

<https://www.archives.gov/founding-docs/declaration-transcript>

Analysis Questions

Directions: Read The Declaration of Independence completely before addressing the questions below. All analysis answers should include use of quotations as proof of analysis. You should have already created flashcards for the terms in **bold** therefore you should be familiar with them.

1. Annotation: The Declaration can be divided into five sections: the introduction, the preamble (explanation of purpose), the charges against George III, the criticism of the British people, and the conclusion. On your own copy of the Declaration, annotate where each section begins and ends.

2. Analysis Question: A **cumulative** or **loose sentence** adds to its modifying elements after the subject, verb and complement; whereas a **periodic sentence** expresses its modifying element first, reserving the main point until the end. The first paragraph of the Declaration consists of one lengthy sentence. What type of sentence is it? Why is this type of sentence effective in this case?

3. Describe the **tone** of the first paragraph. Why do the authors avoid specifying the conflict between the British and the Americans, referring instead to “the People” dissolving political ties with “another”? What is the antecedent of the pronouns “they” and “them”? Consider the implications of the words “necessary” and “declare” as well as the **diction** related to humankind and spirituality. How does this opening paragraph convey the nature of the Americans’ motivation for independence?
4. Even though it is not specified, how and why does the first paragraph establish a clear separation between the Americans and the British?
5. The second section, the preamble, also does not specify the conflict between Britain and America. Describe the tone. Specify the **diction** that helps create the **tone**. Why don’t they mention the conflict yet?
6. In the first two sections, the only sentence written with a pronoun in the **first –person** is the first sentence of section two, “**We** hold these truths...”. The rest of the sentences have **third-person** subjects and objects. To whom does “we” refer? Why are the first two sections primarily written in third person **point of view**?
7. Describe the **parallel syntax** of the first person in the second section. Define the effect of the progression of thought conveyed in the clauses.
8. In the second section, how does the Declaration specifically justify the abolishment of the American ties with the British?
9. The third section begins, “Such has been the patient sufferance of these colonies, and such is now the necessity which constrains them to alter their former systems of government.” How does this sentence provide a **transition** to the next section?
10. Go through and identify all of the reasons behind the decision to declare independence. Why would the authors of the Declaration feel the need to “prove this” by providing “facts”? What is the **antecedent** of the pronoun “this”? What is meant by a “candid word”? Why do they introduce the grievances with a short, **periodic sentence**? Why use **passive voice**, obscuring the subject? In other words, why not specify who is going to submit these facts?
11. Loaded language is language with profound **connotations**, usually employed to invoke an emotional response from the audience, to appeal to **pathos**. Even though the authors of the Declaration were careful to avoid sounding overly emotional, they did include some loaded language in the document. For example, in grievance twenty-four, the word “plunder” implies that people plundered were helpless, overcome by an excessively powerful aggressor. Find other examples of loaded diction, and explain why

they could be considered **loaded diction**, and explain why they could be considered loaded.

12. Note examples of the three Aristotelian appeals in the document (ethos, pathos, logos). Which type of appeal is most prominent? Why is reliance on this type important?

13. Notice the use of anaphora throughout the list of grievances, the repetition of “he has” and “for” at the beginning of successive sentences (or clauses). How does the **parallel construction** and repetition impact the effectiveness of the document?

14. The fourth section (beginning with “Nor”) shifts the focus away from George III? How? To where does the focus shift?

15. How does the fourth section transition to the conclusion? What is the purpose of the conclusion? Discuss the unconventional use of capitalization throughout the document.

16. In “Rip Van Winkle”, a well-known American work, Rip represents the idea of the complacent American, the uninspired colonist content with British rule. This complacent colonist represents a significant segment of American society during the time of the Revolutionary War. How does the declaration address this audience?