

**XAVIER COLLEGE PREPARATORY HIGH SCHOOL
SUMMER READING 2025 - Grade 10 (AP Seminar)**

Dear Incoming AP Seminar Student,

We hope that this letter finds you well and anticipating a rewarding sophomore year. We hope that you will have many good experiences and make many good decisions before we see you again in August. One of those decisions we would like to help you with is the decision to remain engaged in academic activity that will benefit our efforts in AP Seminar.

Your work this summer will include two parts. The first part is completion of the summer assignment expected of all entering 10th grade students. The second part is specific to AP Seminar students and must be completed in order to stay enrolled in the class in the fall.

Part I (All 10th grade students complete):

You will read the sophomore summer text (see below) and complete the attached assignment on literary terms. This novel has been selected for its interest level and readability as well as for its challenging, compelling content. In short, you should expect to think, but the book should be fun to read. You will be expected to take a substantive test on it in the first week of classes. Please carefully read and annotate the book in preparation (think about themes, symbolism, and characterization).

Required Book for 10th grade English:

- *The Art of Racing in the Rain* by Garth Stein (Fiction) (expect 5 hours)
A heart-wrenching but deeply funny and ultimately uplifting story of family, unconditional love, loyalty, and hope. It is a beautifully crafted and captivating look at the wonders and absurdities of human life...as only a dog could tell it.

Assignment:

- Your task is to read the assigned book *The Art of Racing in the Rain*, reading for and taking notes for characterization and plot. Your job when you return to school is to prove that you have read and understand the text.
- You will also be expected to **review the provided list of literary terms (end of document)**, noting that we supply you with the definitions. Your assignment is to **find and handwrite an example for EACH term**. You are not expected to find these examples in the assigned books; rather, you should research or give your own example. You will be required to **hand in the completed list of literary terms on the first day of class**. This list will be something you have for reference as we analyze the different texts we'll be studying throughout the school year. (Please find the list of terms at the end of this document.)

Part II asks you to read, watch, research, and present. These activities will prepare you for the rigorous expectations of the class. (Expected total time: 22 hours)

Part II:

I. Read: AP Seminar Anchor Text: George Orwell's *Animal Farm* (expected 2-3 hours)

This novella, published in 1945, is an anti-utopian satire. A political fable based on the events of Russia's Bolshevik revolution and Joseph Stalin's betrayal of the effort, the book features farm animals who overthrow and chase off their human masters, but who also experience the downfall of democratic aspects of their efforts as they grapple with power.

☐ **Check when completed**

After you read *Animal Farm*, think about the issue of power and government, and ask yourself: → **Are the ideals of democracy working in American society today?** To fully consider this question, *take notes on the following articles and videos:*

II. Read: Articles on Democracy (expected 4 hours) (Take Notes as needed - include in Works Cited if used.) These articles are called stimulus materials to stimulate your thinking. They should help you to think about the issue of democracy, and you may be able to glean some of this information for your research.

Article 1: ["Mapped: The State of Democracy Around the World"](#) Visual Capitalist, May 13, 2024

Article 2: ["Democracy Report 2025: 25 Years of Autocratization - Democracy Trumped?"](#) V-Dem Institute.

Article 3: ["Five Developments in 2024 That Give Us Hope For 2025"](#) Lara Shane and Houlton Dannenberg, *Freedom House* – 2025

Article 4: ["With Autocrats on the Defensive, Can Democrats Rise to the Occasion?"](#) Kenneth Roth, Human Rights Watch – 2022

Article 5: ["Authoritarianism Advances as World Battles the Pandemic"](#) Jill Lawless, AP News – July 15, 2021

Article 6: ["When U.S. Democracy Promotion Hits a Wall"](#) Lucas Myers, Wilson Center – August 17, 2021

☐ **Check when completed**

III. Watch: Documentary Videos: (expect 5 hours) (Take Notes as needed - include in Works Cited if used.)

1. [Fights Over American Democracy Reach Back to the Founding Era | Retro Report](#)
Contributes to a documentary (2024) (9 mins)

2. [Dismantling Democracy: America, Land of the Free?](#)

In the first of this three-part series, we dive into the history of democracy, its birth and the United States' unique take on this form of government. The episode takes a look at some uniquely American challenges that limit American democracy such as hyperpartisanship, negative partisanship, institutional constraint (55 mins)

3. [Dismantling Democracy: Democracy Around the World](#)

In the second episode of this three part series, we step outside of the United States and explore democracies around the world. We look at issues facing American democracy and how those issues transpire in other democratic countries providing perspective for our own democratic success and weaknesses. (55 mins)

4. Dismantling Democracy: The Way Forward

In the final episode of our three part series, we explore what is needed and what may need to change to preserve American democracy. By looking at the basic pillars of a democratic society -- freedom of speech, free and fair elections and a focus on human rights -- we are challenged to rise to the occasion, participate in civic discourse and take action. (55 mins)

☐ Check when completed

IV. Research (expect 3-4 hours): Conduct additional research of your own on issues related to whether democracy is working in the United States. (Take Notes as needed - include in Works Cited if used; use scholar.google.com as a rule.)

1. **Determine: What is democracy after you have spent time with your research?** You do not need to write down your definition as much as you need to know what this topic entails.
2. Conduct research using Google Scholar (scholar.google.com). Research should not be done in regular Google.
 - a. You can search terms like: Democracy in America, Problems with democracy, Failing democracy, injustice and democracy, American democracy, etc.
 - b. Notice the topics that come up with your searches. Choose your topic of interest from there. (A few issues related to democracy to get your started: voting rights for new immigrants, voting rights for prisoners, TikTok's role in voter turnout, Free Speech and College Campuses...there are SO many topics related to democracy.
 - c. Save and format your sources on a Works Cited page - once you find a topic you like, you will need to find **FIVE** legitimate sources that talk about your topic of interest to help you understand it and figure out: Are the ideals of democracy working in America today? After reading and viewing the stimulus materials above, you should have a good idea of how you would answer the question. NOW, you want to look at a specific area in American culture to see if these ideals are working there.
 - d. To organize your research on your topic of interest:
 - i. Open a Google Doc to store any article information
 - ii. Sign in to your Google Account through Xavier and research scholar.google.com. You can star articles you want to save (see the save/star button under each article).
 - iii. You can cite any article from Google Scholar in MLA format (see citation under each article). Copy and paste the citation into your Works Cited page.
 - iv. Look/search for full-text articles
3. **Based on all you have learned and recorded, is democracy working in the United States?** Your answer to the question should be complicated. That is, ask yourself: Who benefits from the ideals of democracy? Who is left behind? Is the reality different from the ideal that people talk about? (Answers may vary depending on the specific topic you decide to research.) You may decide that democracy works well in general. You may, on the other hand, decide that the way democracy works in the United States is inconsistent, unequal, or something other than your definition of democracy. Or you may decide upon another understanding. Your decisions and conclusions must be captured through your presentation.

☐ Check when completed

V. Create a Presentation on Your Findings (expect 3-4 hours): Your presentation must be professional and answer the question: Are the ideals of democracy working in contemporary American society? Remember there needs to be a focused aspect of American society that you can reflect on. Presentations

will be delivered during the first week of school and must be no longer than 4 minutes long. (11-15 slides)

– Try <https://slidesgo.com/research!>

1. Slide 1: Include a Title slide to introduce the topic/issue you chose to research on your own and your name
2. Slide 2: Include a Table of Contents
3. Slide 3: Include the Research question – To what extent are the ideals of democracy working in contemporary American society? This can be a separate slide.
4. Slide 4: Include Literary Context from *Animal Farm*. How does Orwell's critique of communism and the Bolshevik Revolution warn of the danger of power within a political ideology? How does this depiction of power explored in the story remind you (or not) of the contemporary view of democracy you have discovered through your research? Include five quotations with explanations for how this text has helped you understand the issues of power in a political system. Make sure that you identify the context and offer an explanation for why you include each quote. Include page numbers. Include *Animal Farm* in the Works Cited slide.
5. Slide 5: Include Context (i.e., background). Make sure you define democracy and its importance.
 - a. You will need to make sure you identify sources you are using and context for your research to bring credibility. These are visual or verbal citations to help your listener believe your statements. Visual citations appear on the slide, i.e., (Carr 2005). Verbal citations are spoken (i.e., Dr. Carr, a media researcher at the University of Georgia, says that a desire to maintain positive versions of corporate identity drives companies like Coca Cola to adopt prosocial advertising and environmental policies.)
 - b. You can include more than one slide here.
6. Slide 6: What is your argument (your area of focus in answering the question).
 - a. Example: "Although democracy is an American ideal, it is not experienced in the same way by poor new immigrants."
7. Slide 7: Claim 1: The first reason supporting your argument about your democracy topic
8. Slide 8: Claim 2: The second reason supporting your argument about your democracy topic
9. Slide 9: Claim 3: A counterclaim to address your democracy topic argument. You should offer your answer to the counterclaim
10. Slide 10: Proposed solution to the issue you identified (OR resolution to the position you are taking on the topic.)
11. Slide 10: Conclusions you are drawing after the research.
12. Slide 11: Provide your Works Cited/Bibliography
 - a. Use hanging indent for works cited (see example below)

Formatting for Works Cited using Hanging Indent – Here's How:

1. Alphabetize the entries. Highlight all entries and go to Format → Align & Indent → Indentation Options → Special Indent → Hanging (Works Cited will be properly indented/formatted)

Example of Proper Formatting:

Dvořáková, Jana. "The Influence of the Spanish Civil War on George Orwell and his Novels *Animal Farm* and *Nineteen Eighty-Four*."

Rodden, John. "Decency and democracy: George Orwell, 'the aspiring plebeian'." *Prose Studies* 12.2 (1989): 174-192.

Late work will not be accepted. Students who do not complete the summer assignment will be asked to leave the class. If you have any questions, please email Dr. Carr (tcarr@xavierprep.org). I look forward to seeing you soon!

Dr. Carr

Name:
AP SEMINAR
Date:

Literary Terms with Definitions

The following is a list of 38 selected terms that could assist with literary analysis. Please keep this list available, if not memorized, throughout the year. **Find and handwrite an example for EACH term.** You are not expected to find these examples in the assigned book, but should research or give your own example. In any case, make sure that it is accurate and correct. You will be required to **hand in the completed list of literary terms ON THE FIRST DAY OF CLASS.** (Expected time: 1.5 hour)

Allegory: a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.

Ex:

Alliteration: the occurrence of the same letter or sound at the beginning of adjacent or closely connected words.

Ex:

Allusion: a brief and indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance.

Ex:

Analogy: a comparison in which an idea or a thing is compared to another thing that is quite different from it. It aims at explaining that idea or thing by comparing it to something that is familiar. Metaphors and similes are tools used to draw an analogy.

Ex:

Anecdote: a short and amusing or interesting story about a real incident or person.

Ex:

Antagonist: the opposing force that brings conflict and is instrumental in the development of the protagonist, or main character.

Ex:

Aside: A term used in drama and theater, an aside happens when a character's dialogue is spoken but not heard by the other actors on the stage. An aside is typically a quick, short statement.

Ex:

Connotation: a meaning that is implied by a word apart from the thing which it describes explicitly. (Words carry cultural and emotional associations or meanings, in addition to their literal meanings or denotations.)

Ex:

Denotation: refers to the literal, dictionary definition of a word.

Ex:

Diction: word choice.

Ex:

Double Entendre: literary device that can be defined as a phrase or a figure of speech that might have multiple senses, interpretations, or two different meanings, or which might be understood in two different ways. Often, a double entendre will include an innuendo as one of the interpretations.

Ex:

Euphemism: refers to polite, indirect expressions that replace words and phrases considered harsh and impolite, or which suggest something unpleasant.

Ex:

Exposition: the writer's way to give background information to the audience about the setting and the characters of the story.

Ex:

Foreshadow: literary device in which a writer gives an advance hint of what is to come later in the story. It often appears at the beginning of a story, or a chapter, and helps the reader develop expectations about the coming events in a story.

Ex:

Hyperbole: from a Greek word meaning “excess,” it is a figure of speech that uses extreme exaggeration to make a point or show emphasis. It is the opposite of understatement.

Ex:

Idiom: refers to a set expression or a phrase comprising two or more words. An interesting fact regarding the device is that the expression is not interpreted literally. The phrase is understood to mean something quite different from what individual words of the phrase would imply. It is also known as a figure of speech.

Ex:

Irony: There are three types of irony. Verbal (also known as sarcasm): the use of words to mean something different than what they appear to mean. Situational: the opposite of an expected outcome occurs. Dramatic: the audience knows what will happen before the characters.

Ex:

Juxtaposition: a literary technique in which two or more ideas, places, characters, and their actions are placed side by side in a narrative or a poem, for the purpose of developing comparisons and contrasts.

Ex:

Malapropism: the mistaken use of a word in place of a similar-sounding one, often with unintentionally amusing effect.

Ex:

Metaphor: a figure of speech that makes an implicit, implied, or hidden comparison between two things that are unrelated, but which share some common characteristics. In other words, a resemblance of two contradictory or different objects is made based on a single or some common characteristics.

Ex:

Monologue: a typically long speech spoken by a single character but addressed to the other characters on stage.

Ex:

Motif: any recurring element that has symbolic significance in a story. Through its repetition, a motif can help produce other narrative (or literary) aspects such as theme or mood.

Ex:

Onomatopoeia: a word that sounds like the common sound of the object it is describing.

Ex:

Oxymoron: a figure of speech in which two opposite ideas are joined to create an effect. The common oxymoron phrase is a combination of an adjective proceeded by a noun with contrasting meanings

Ex:

Paradox: a statement that contradicts itself and still seems true somehow.

Ex:

Parody: an imitation of a writer, artist, subject, or genre in such a way as to make fun of or comment on the original work. Parodies are often exaggerated in the way they imitate the original in order to produce a humorous effect.

Ex:

Personification: a form of figurative language in which something that is not human is given human characteristics. This device is often used in poetry to enhance the meaning and beauty of poems

Ex:

Plot: a literary term used to describe the events that make up a story, or the main part of a story. These events relate to each other in a pattern or a sequence.

Ex:

Protagonist: the central character or leading figure in poetry, narrative, novel or any other story.

Ex:

Pun: A play on words that produces a humorous effect by using a word that suggests two or more meanings, or by exploiting similar sounding words that have different meanings.

Ex:

Sarcasm: a form of verbal irony that mocks, ridicules, or expresses contempt. It is a Latin word that translates as "to tear the flesh."

Ex:

Satire: a technique employed by writers to expose and criticize foolishness and corruption of an individual or a society, by using humor, irony, exaggeration, or ridicule.

Ex:

Simile: a figure of speech that makes a direct comparison, showing similarities between two different things. A simile draws resemblance with the help of the words "like" or "as."

Ex:

Soliloquy: monologue given by a character in a play who is usually alone on the stage. During a soliloquy, a character might reveal key thoughts, feelings, and opinions to the audience members. However, other characters in the play do not hear the soliloquy (even in the rare cases that other characters are on stage).

Ex:

Symbol: a literary device that contains several layers of meaning, often concealed at first sight, and is representative of several other aspects, concepts or traits than those that are visible in the literal translation alone.

Ex:

Syntax: the way in which words and sentences are placed together in the writing. Usually in the English language the syntax should follow a pattern of subject-verb-object agreement but sometimes authors play around with this to achieve a lyrical, rhythmic, rhetoric or questioning effect.

Ex:

Theme: the central topic of a text. Themes can be divided into two categories: a work's thematic concept is what readers "think the work is about" and its thematic statement being "what the work says about the subject". A text may have several themes.

Ex:

Understatement:

a figure of speech employed by writers or speakers to intentionally make a situation seem less important than it really is. An understatement is opposite to hyperbole, which is an overstatement.

Ex: