

Young scholars:

Welcome (in the preemptive sense) to the Art History/English Language Combo. I look forward to a rewarding and rigorous experience as we examine humankind's capacity to communicate through both visual and linguistic media. Below you will find attached your summer reading assignment which should help you develop the vocabulary, perspective, and habits of mind to make you successful in the upcoming course. If you have questions you are free to email me over the summer at nelson.dean@gcpsk12.org – I will attempt to check it periodically during the break. I look forward to seeing all of you for fall semester 2024.

AP Lang assignment for Art/Lang combo – this is not technically summer reading because it will not be due until later in August, but I provide it now so you can get started so I can encourage you to spread the work out and not have to cram it in at the start of school.

- 0) Read the article linked here: <http://guides.library.harvard.edu/sixreadinghabits>. This is just plain old good stuff that every young scholar should be aware of. Read it, love it, and apply it to your life.
- 1) Read and annotate the book *Thank You for Arguing*, by Jay Heinrichs, (based on the annotation recommendations in the Harvard article) and come to class prepared for an assessment and discussion on the reading in the **last two full weeks of August**. I encourage you, if you are able, to get a hard copy of the book which can be acquired relatively cheaply via the internet. However, if that is not an option for you, the link below should take you to a pdf of the text. It can also be found at the PRHS or Gwinnett County libraries. <http://dawnweathersbee.class.weebly.com/uploads/2/1/7/4/21744784/thank-you-for-arguing.pdf>
- 2) Having read the text, go out and find a news story or opinion piece from a current news organ. If you want to find something that does not require a subscription, try finding a piece via <https://www.nytimes.com/2024/04/18/learning/our-15th-annual-summer-reading-contest.html>
Having found that piece, do the following:
 - Include a screenshot of the piece as well as a bibliographic entry
 - Write a multi-paragraph response in which you identify a rhetorical choice made by the author which aligns with strategies you read in the text, as well as analyzing whether or not you believe that choice was rhetorically effective or convincing.
 - Submit this response to the provided dropbox by **August 30 at 11:59 pm**

For the sake of compartmentalizing, see page 2 for the Art History section of the summer assignment

AP Art History Assignment:

- 1) – go to the following website (with which we will acquaint ourselves thoroughly throughout the year)
<https://www.khanacademy.org/humanities/ap-art-history/start-here-apah>
- 2) Go through the sections entitled “Why art matters” and “Elements of art.” There is a mixture of videos and short articles here, and acquainting yourself with these principles will make understanding the art side of the course much easier, especially if you do not have an extensive background in art-making. This material should go relatively quickly – some of it is a little campy, and some of it you know already, so familiarize yourself with these concepts broadly – no need for an incredibly deep dive.
- 3) Looking at the list of required [250 AP Art History works](#), select one work and write a four-paragraph analysis along the lines of those in the art historical analysis video. Title it with the name of the piece, the time it was produced, and the creator, as available. Your paragraphs should address the following in whatever order or structure you find most convenient for making your analysis. If you are struggling at all with the formatting or conceptualizing your reflection, I would recommend a substantive glance through this article:
<http://www.exeter.ac.uk/fch/work-experience/reflective-writing-guidance.pdf>

Please include all of the following in your analysis (though I recognize you may not address every single sub-topic, I will expect you to be thorough):

- a. **Paragraph 1** - Formal properties
 - i. Medium, size and scale, tonal value, composition
 - b. **Paragraph 2** - Subject matter
 - i. What is the subject (or subjects), how is it portrayed? Do we see certain emotions or emphases? How do the subjects interact with each other and the surroundings?
 - c. **Paragraph 3** - Historical context
 - i. Where, when, and under what conditions was the piece produced? Was it part of a particular movement, event or trend? What was going on at the time that might have influenced the production of the piece?
 - d. **Paragraph 4** - What is the creator of the piece trying to say or achieve, both implicitly and explicitly (or more appropriately, what message do you take away from the piece)?
 - i. This can be tricky, open-ended, and even baffling, but there is always something here. This part of your response will be heavily advised by what you have written for the sections above. I would highly recommend you really take the time to examine the piece thoroughly – look at it from a variety of angles, examine details closely, etc. and really ask yourself what is being communicated. I think you will ultimately find that this is the most fascinating part of the exercise!
- 4) Having completed your first analysis, go out in the world and select another piece **not** from that list. If you can make it to an art museum or gallery over the summer, you are welcome to pick a piece from that experience, but you could also choose a mural on a building, a sculpture in Suwanee town center, a film or video game poster, a unique building you see on vacation, a cool-looking bird bath in your neighbor’s yard, something in your house, and so on. Having selected this work, do the following:
- a. Provide a picture of the piece
 - b. Write up an analysis of the piece along the same lines as provided in # 3 above.

Please type all of your Art History responses and turn them in by 2:10 pm on **Aug 16, 2024**. These can be submitted in person or electronically. Responses turned in prior to that deadline will receive some extra credit. I hope that you will find these assignments a useful and interesting way to both prepare for the course and interact with the world on your own terms. I cannot wait to see what you all come up with when we meet in the fall!