

## AP Language and Composition

### Summer Reading Text: *Just Mercy* by Bryan Stevenson

Please prepare for the first several days of class by reading and taking notes on the novel, *Just Mercy*. Your notes should reflect your thoughts as you read and make specific references to text. Please pay particular attention to the even numbered chapters in your notes. Remember that Bryan Stevenson is building an argument in *Just Mercy*. The choices he makes as a writer are meant to support that argument. Consider the following questions as you read. **These are not comprehension questions. Please use them to guide your thinking about the text and to help you organize your thoughts.**

- What is Stevenson's argument? How does each chapter support that argument?
- In the even numbered chapters, what is Stevenson's purpose in choosing these specific cases from his work alongside the central story of Walter MacMillan?
- How has Stevenson organized his book in order to make it more persuasive to a general audience?

You are encouraged to use post-it notes as you read so your notes are connected to the specific part of the novel, but you can also take notes on paper if that works better for you. All students will be required to have at least one page of handwritten notes that can be used as your guide for the Socratic Seminar. Typed notes will not be accepted.

We will begin with a writing sample based on the book, followed by a Socratic Seminar. If you are new to Socratic Seminar, the guidelines on the back of this page should help you to prepare.

## **Socratic Seminar Guidelines**

### **Behaviors to demonstrate during the Socratic Seminar**

- Make a unique claim, using evidence from the text.
- State a possible counterclaim and refute it, using evidence from the text.
- Use appropriate and respectful language.

### **Sentence Starters to use during the Socratic Seminar**

#### **To share a claim or refute a possible counterclaim**

- While some people believe \_\_\_\_\_, I think \_\_\_\_\_.
- Based on \_\_\_\_\_, I have come to the conclusion that \_\_\_\_\_.
- There is ample evidence to suggest that \_\_\_\_\_.

#### **To disagree with or refute a classmate's claim**

- I respect what you claim about \_\_\_\_\_, however, the text states \_\_\_\_\_, so I believe \_\_\_\_\_.
- You propose that \_\_\_\_\_; I'm going to have to disagree for the following reasons \_\_\_\_\_.
- You make a solid point about \_\_\_\_\_, but the other side of it is \_\_\_\_\_.

#### **To build on a classmate's claim**

- I have also experienced what you describe when you claim that \_\_\_\_\_.
- What you said about \_\_\_\_\_ made me think of \_\_\_\_\_.
- That was a great point because \_\_\_\_\_.
- I agree with your argument there because \_\_\_\_\_.
- That's a fascinating point. It connects to what I was thinking about \_\_\_\_\_.