Name _____   Date _____

AP English Language and Composition
The Jungle and Synthesis Essay

As you can guess, you will be starting the cross-curricular unit about The Jungle and the Industrial Era today. Just as you did for *Their Eyes* and *Ever Is A Long Time*, try to get a sense of the main characters (Jurgis and Ona especially), the setting (including placing this in the chronology of American History that we have endlessly discussed), the plot, the frame of the story, and the themes. Be careful: the names are a little funky, but don't let that keep you from understanding the rest of the text. The book starts out a little dry, but it gets better and more interesting…as you can probably tell from the excerpt you already read.

Reading schedule:

Date	Jungle Assignment	Supplemental text/Learning Objective
March 4:	Read 1-25	The synthesis essay; Credible claims and evidence
March 6:	Read 26-83	Poetry Out Loud; Jungle Quiz (open note)
March 8:	Read 83-111	Jungle Discussion; Quiz #2?
March 12:	Read 111-151	Hines Photos (Sources B & C)
March 14:	Read 151-203	Nast Political Cartoons (Sources D & E)
March 19:	Read 203-258	Gustavus Swift and Philanthropy (F & G)
March 21:	258-end	Various Resumes from Congressional Hearing (H)
March 25:	Draft Due	Peer editing
March 27:	Final Draft Due	Jungle Test (Q3 ends!)

A few notes to start.

- J's are pronounced as y's in Lithuanian. Jurgis, for example, is pronounced Yur-gis.

- The specific story or narrative in this book is actually secondary to the descriptions of the stockyards and the more generic "immigrant story" in America. Pay particular attention to how these characters live, where they live, and make judgments while you read about the fairness of their situation.

- The author wants you to think in a certain way (the fancy word for this is "didactic"). I hope this will be apparent as you are reading. He is not making up facts (this is all true and meant to be realistic), but he arranges the facts and organizes them in a way to make a point. Everything from the title to the plot to the descriptions is carefully chosen. See if you agree.

- There are three main themes we will be exploring as we discuss the novel.
    - First, **romance vs. reality**. Or, to put another way, what do characters think about certain situations and what is the reality.
    - Second, how can this story be **the story of all immigrants**? Or at least the majority.
    - Third, what steps can be taken to avoid some of the awful things we will read about? **Whose responsibility is it to make things better?** Individuals? Government? Or outside organizations such as the media to expose what is going on? To what extent are all these parties responsible?

THE SYNTHESIS ESSAY

This unit will build to an AP style essay called the synthesis essay that will integrate a number of sources (similar to an APUSH DBQ). So that you know the question you will eventually be writing about, I wanted to put it on your radar right now. You will receive the additional texts in class so we can analyze them together.

So here it is…notice how the prompt integrates knowledge from history and outside sources as well as from the reading we will do in class.

> The purpose of a democratic government is to enact the will of the people. This happened effectively in the Industrial Era. Using 5-7 of the sources provided in class (including the individual you represent for the senate hearing), write a synthesis essay that supports, qualifies, or refutes this assertion.

Define the terms in the prompt before you start:

1. **Will of the people.** What does this mean? What is it that people want?
2. **The industrial era.** You don't have to be overly precise about this, but using your knowledge of history and what you have talked about with Stevens you should relate a basic understanding.
3. **Support, qualify, and refute.** Qualify DOES NOT mean that you are taking both sides. You still have to take a side, but you are going to give examples of where the "claim" comes up short.
4. **Don't say you are going to support, qualify or refute.** Actually do it.