

# AP ENGLISH 3 SUMMER ASSIGNMENT

*Mrs. Austin*

## WELCOME!

I am excited that you have chosen to be a part of the Advanced Placement program! *The Happiness Advantage* was chosen as your summer reading because it exemplifies all components that will appear on the AP exam. Therefore, it will be an extremely relevant teaching tool used in the classroom.

## Purpose for Reading and Assignment:

- Preparation for success in the AP Language and Composition classroom.
- Preparation for the AP exam.
- Preparation for college entrance exams, such as SAT and ACT.
- Preparation for competing in challenging programs in a rigorous academic environment.

## Cheating and Plagiarism:

Cheating /Plagiarizing in any form will not be tolerated.

Copying or submitting work created by another person and/or source is **PLAGIARISM** and is **NOT ALLOWED**.

Either action, if detected, will result in a not only a zero, but also disciplinary action.

Besides, these are the ways of the literary cowards.

I would rather you get it **FLAT WRONG** all by yourself than **STEAL** it from somebody else!

## Expectations and Assessment:

- Week One: Introduction to AP, AP Structures and layout for the year.
- Week Two: Discussion over novel and Reading Guide questions, culminating in a test.
- Week Three: AP Argumentation Essay regarding the novel.
- Due dates: *The Happiness Advantage* summer assignment will be due Sept. 10/11th(worth a test grade). You will need this assignment mostly completed prior to school starting in preparation for Week Two Discussion and Week Three Argumentation Essay.
- *Late work will not be accepted.*

## Reminder! Text Alerts...

Sign up for the summer text alerts!

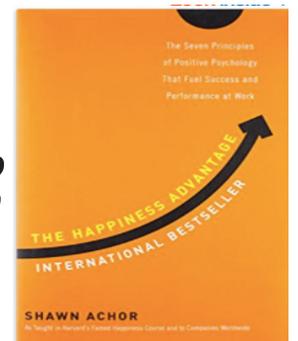
Also, use Remind to text

Mrs. Austin for any help you might need.



“When we are are happy - when our mind-set and mood are positive - we are smarter, more motivated, and thus more successful.”

Shawn Achor, *The Happiness Advantage*



# Summer Assignment

## Overview of the novel:

The purpose of Shawn Achor's book is to help society understand that success does not create happiness. Rather, Achor proposes happiness stems through training your brain to develop positive and optimistic outcomes to manage stress in a positive way.

## About the author:

Shawn Achor is the winner of over a dozen distinguished teaching awards at Harvard university, where he delivers lectures on positive psychology in the most

popular class at Harvard.

## Assignment 1:

Your summer reading assignments requires you to read *The Happiness Advantage*.

This novel can be found on Amazon, Half Price Books, or any other book stores.

There is a PDF online version available as well at:

<https://spacelyss.files.wordpress.com/2017/01/the-happiness-advantage-the-seven-principles.pdf>

If you can not order a copy or do not have access to internet for the pdf version- please come see me prior to the end of the year and we will provide you a copy of the novel.

You will complete the Non-Fiction Graphic Organizer within your journal - this graphic organizer will be the first assignment in your journal. Attached is an example of the graphic organizer, along with how your sentences should be structured.

## Assignment 2:

The second portion of this novel assignment goes beyond just reading and answering a few questions; you will be required to keep a journal of social experiments you completed while reading this novel. The attached document is the outline of what you will answer within your journal.

You will not just answer the questions on the "worksheets".

\*Recommendation: you need to look over each section of the assignment and start these social experiments at the beginning of summer. You need 21 days in order to put all these experiments into practice - it takes 21 days in order to form habits, hopefully you will create a few good habits this summer.

Please remember, you need to make sure you are writing in full and complete sentences with your responses - you are in an AP English class!

## Suggestion if I may:

Though it is not required for you to annotate the novel as you read, it would be helpful for you to do so.

Attached is an annotation guide of suggested topics to annotate as you read - sticky notes can be your best friend in this class.

Your name \_\_\_\_\_  
Book title \_\_\_\_\_ Book Author \_\_\_\_\_

Non-Fiction Graphic Organizer

| Compose a complete and thoughtful sentence expressing the main argument made by the author. | Supporting Textual Evidence - Quote or paraphrase - include page number | Evidence Analysis - describe or explain the quality of the evidence | Write a complex sentence stating your original position. See example complex sentences. | List two to three experiences that support your argument. Include who, what, when, & where. |
|---|---|---|---|---|
|   | 1.<br><br>2.<br><br>3.  |   |   | 1.<br><br>2.<br><br>3.  |
|   | 1.<br><br>2.<br><br>3.  |   |   | 1.<br><br>2.<br><br>3.  |
|   | 1.<br><br>2.<br><br>3.  |   |   | 1.<br><br>2.<br><br>3.  |

## Nonfiction Notes

**Directions:** For your nonfiction book, complete a chart like the one below. Feel free to use this chart or create one in which you can type your responses.

1. Identify at least **THREE** major claims/arguments made by the author in your book. A "claim" is similar to the main idea; it is the author's point-of-view, belief, or opinion about the topic. **Example: Civil disobedience leads to social progress. Only by disobeying unjust laws can society grow and develop into a more humane and equal community.**
2. Include (3) pieces of supporting evidence from the book for each claim. Be sure to include page numbers.
3. For the evidence analysis column, briefly explain the effectiveness or ineffectiveness of the evidence. Does it support his/her claim? Why or why not?
4. For the personal position, write your opinion about the topic.
5. List two - three experiences, observations, historical examples that support your opinion.
6. Once you have read the non-fiction work and completed the chart, you will type an essay in which you agree, disagree, or qualify one of the claims made by the author. Your essay must be a minimum of two-pages, double-spaced, typed and use appropriate examples from your non-fiction, self-select reading. Use Cicero's Six Part structure as a way to format your argument.

## Complex Sentences

In order to develop your skill for both expressing a position and articulating your reason for having that position, practice stating your idea in a complex sentence. What makes a sentence complex is the presence of both an independent clause (a full statement that can stand on its own as a complete sentence) and a subordinate clause (a modifying component which is connected to the idea in the independent clause but is not a complete thought and cannot stand on its own). For the purpose of this exercise, you will be crafting sentences in response to the quotations you have chosen. Follow this format:

**Subordinate clause (reason/support/concession) + , + your position.**

Begin your subordinate clause with a subordinating conjunction - (e.g. although, while, because, since).

In your independent clause, avoid saying "I think that" or "I agree/disagree" or "The author is right/wrong" when stating your position. Simply speak your mind. "I agree that smooth peanut butter is better than chunky."

Examples:

- (1) Although there are many excellent high schools across the state of Texas, Mesquite is by far the very best.
- (2) Because Mesquite High School students are driven by an innate desire to succeed, they seldom require external motivation to do their homework.
- (3) While some would argue that MHS is a pressure cooker that promotes detrimental levels of peer-to-peer competition, the opposite is actually true; MHS students are well-adjusted and happy and sleep a minimum of 8 hours a night.
- (4) Since learning is the priority at Mesquite, it is a wise decision for parents to send their children to school here.

## **THE HAPPINESS ADVANTAGE**

### **Key Points:**

- Happiness is the precursor to greater success, not merely the result.
- Happiness raises every business and educational outcome from productivity to sales to intelligence.
- Your brain is designed to perform better at positive than at negative, neutral or stressed.
- Happiness seems elusive because every time you have a success, your brain changes the goalpost of what success looks like.
- If you train your brain to be more positive in the present, you can raise your success rates significantly.

### **Observations:**

Write down a list of things for which you may be using the wrong formula (e.g. I'll be happy when work is over, when I lose ten pounds, when I hit my GPA target, when I finish this summer reading project)

### **Method:**

List three things that you could do at school, work or home to raise your level of happiness in the present.

### **Experiment:**

For the summer do one of those things, intentionally trying to reverse the formula. Observe like a scientist, what was the effect upon your energy levels afterward. Record your findings.

## THE ZORRO CIRCLE

### Key Points:

- The brain can perceive large goals as overwhelming, limiting forward progress.
- Our brain needs to record a “win” in order to maintain the belief that behavior matters.
- By breaking a large project into manageable steps, the brain utilizes an immediate feedback loop to record a “win.” This is called the Zorro Circle.

### Action:

Pick 2 large goals (one of those being this summer reading project) you wish to accomplish. Determine a circle of influence, or a step toward those goals, at which you know you can be successful. Once you achieve this success, expand the circle slowly.

Example:

Goal: marathon

Zorro Circle: put running shoes on every day at 4 pm. Once you do that for a few days, try to increase the circle to walking or running for 5 minutes.

Goal: clean inbox

Zorro Circle: respond to every email after 2 pm today. Then slowly work backwards to 1:30, 1. etc.



My goal is: \_\_\_\_\_

First, I will: \_\_\_\_\_

Then, I will: \_\_\_\_\_

Then, I will: \_\_\_\_\_

## **THE 20-SECOND RULE**

### **Key Points:**

- A certain amount of activation energy is necessary to create a change.
- We procrastinate because our brains magnify how much energy we need to state the test.
- If you increase the activation energy by about 20 seconds, you tilt the path of least resistance away from negative habits.
- If you decrease the activation energy by 20 seconds, you dramatically increase your ability to start and keep a positive habit.

### **Action:**

Pick a positive habit you think could make an impact upon your happiness or performance.

The habit I would like to develop is: \_\_\_\_\_

### **Method:**

Figure out one way to make it easier to start or remember to start. (e.g. put a pen on your journal, or your gym clothes next to your bed). Change the environment to lower the activation energy.

I am going to raise/lower my activation energy by doing the following:

### **Experiment:**

Fill out the provided habit grid and write in your selected habit - attach these pages in your journal. Keep track of your progress on the habit grid for 21 days. See if there are ways you can increase the activation energy on things which are keeping you from your positive habit. (i.e. if you are watching TV or on social media instead of doing your summer project, "lose" your remote/cell phone.)

# SHAWN ACHOR'S GUIDE TO DAILY HABITS

William James, one of the fathers of modern psychology, said that it takes 21 days to create a habit. Choose an action that you would like to make a habit and then track your progress on the grid below. For every day that you perform the action, put a check mark in the box. The closer you get to the 21st day, the easier the action should become.

"Every good that is worth possessing must be paid for in strokes of daily effort." ~William James

|          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|----------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|
| ACTION 1 |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |
| ACTION 2 |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |
| ACTION 3 |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |
| ACTION 4 |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |



## **REGAINING CONTROL**

### **Key Points:**

- An internal locus of control means your brain believes that your behavior matters.
- An external locus of control means your brain thinks that external forces are entirely responsible for outcomes.
- When the JERK is active, you lose control and feel overwhelmed.
- When the THINKER is active you return back to an internal locus of control.
- By focusing on one concrete action that is within your control the THINKER gains power.

### **Method:**

Three steps to regaining control:

1. Be aware that you are feeling overwhelmed.
2. 2. Verbalize it to yourself (think, "I feel stressed.")
3. Write down a list of what is stressing you:

### **Experiment:**

Circle one item on your list of stresses and come up with one concrete action you can do to describe that stress.

## **FLOW**

### **Key Points:**

- The more fully engaged your brain is, the more powerful it becomes.
- Flow occurs most often when challenge is present. We rarely experience flow in states of rest, such as during a relaxing vacation.
- High skill/low challenge = boredom. Low skill/high challenge = anxiety.
- To increase flow, attempt to find the optimal balance between challenge and skills.
- Challenge and skills are both perceived, which means if you change your perception, you can align them more effectively.

### **Observations:**

One activity that allows me to experience flow is \_\_\_\_\_.  
Think about your skill set versus the level of challenge the activity offers. What factors helped you to experience flow in that moment?

### **Method:**

Pick a task during which you would like to feel more engaged. Determine whether you need to increase skill or challenge.

-If you need to raise skill, make a list of all your existing skills that allow you to accomplish the task effectively. For instance, if you need to get a project done for work or school, list out the internal and external resources you bring to the table, such as personal strengths, knowledge, and professional relationships, that will help you get the job done.

-If you need to raise challenge, look for creative ways to grow from the same activity. For example, if you are in a boring lecture, turn it into a learning experience. Make it a goal to learn five new things before the talk is over.

One task I would like to feel more engaged with is: \_\_\_\_\_  
I am going to raise skill/challenge with this activity by: \_\_\_\_\_

### **Experiment:**

Try out your plan today and record your experiences. Was it hard? What was helpful? Did you gain new insights?

## **MAKING STRESS WORK FOR YOU**

### **Key Points:**

- Optimism and positivity can actually change the effect stress has on our system.
- Eustress is the type of stress that raises performance. Distress is the type of stress which lowers performance.
- We feel distress when our brain believe the challenge outstrips our resources to deal with it.
- If you use a “fight or flight: response to stress, you increase the chance of distress.
- You can move the processing of the stress from the part of your brain that feels overwhelmed to the part that determine how to move forward.

### **Observations:**

Identify a trigger or an event that causes you to feel distress.

Can you change your mindset to be grateful for the stress you experience because it raises your performance?

Stressors (distress):  
(eustress):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I am grateful for this stress because

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### **Method:**

Make a list of the resources you currently have to help you effectively deal with the stress. Write how you could utilize the current stress to your advantage. Create this chart in your journal - add to it as necessary.

### **Experiment:**

See how reframing the situation changes your experience from distress to eustress.

Record your results

## **MIRROR NEURONS**

### **Key Points:**

- Every brain has mirror neurons which cause us to pick up on what other people are experiencing.
- Negativity and positivity are thus contagious (like smiles, yawns, stress).
- We are wirelessly connected to one another through a mirror neuron network.
- There are strategies for buffering against negativity.
- A single positive change you make can influence how you and other people are experiencing the world.

### **Experiment #1:**

Genuinely smile at three people today and observe how it effects them. Describe your experiences in your journal.

### **Experiment #2:**

Cut out negative news stories from your daily news diet for one week. At the end of the week describe any changes to your levels of happiness over the course of your day in your journal.

## **TOXIC PEOPLE**

### **Key Points:**

- Our happiness and health are affected by positive or negative co workers or those we keep around us.
- Negativity spreads like second-hand smoke through the mirror neuron network.
- 30% of heart disease is predicted by the manager-employee relationship.
- The social script is written by the most verbally and nonverbally expressive person.
- One small positive change to your mindset actually causes the toxic employee to experience that positivity through their mirror neuron network.

### **Experiments:**

1. Make a change to your own habits. This positive effects should ripple out, affecting the toxic someone in your life. Pick one of the positive habits in the “Changing your Mindset” section gratitudes, lifestream, attention training etc.
2. Praise the toxic someone when they choose the positive route. This helps them channel their brain’s resources toward a belief that their behavior can matter (optimism).
3. Stop giving toxic someone the control. remember that the social script is written by the most expressive person. Increase how verbally and nonverbally expressive you are.
4. Change your mindset. Find something to be grateful for about the toxic someone.

## **HOW TO PRAISE**

### **Key Points:**

- If you solely praise the outcome, the recipient believes that only good outcomes matter.
- If you praise the process, the recipient creates a mental calculus that their behavior matters.
- Long term, praising the process helps people to become more resilient in the midst of the ups and downs of life.
- If you want to raise outcomes, focus praise on the process.

### **Observations:**

Notice when someone around you does something you think is deserving of praise.

### **Method:**

Determine what process led them to that outcome.

(e.g. Someone met a weight loss goal or met a workout goal by putting in a few extra hours at the gym.)

### **Experiment:**

In verbal or written form, deliver the praise to the person. Over the next week, record whether that person continues to exhibit the type of behavior you praised and whether the behavior leads to greater success.

## **FREQUENCY OF RECOGNITION**

### **Key Points:**

- Money gets us into the room, but it doesn't mean we're engaged once we're there.
- Praise and encouragement increases the brain's belief that our behavior matters, which creates a cascade of success.
- Leaders who increase their recognition and encouragement by one per day have been found to increase team productivity by up to 31%.

### **Observations:**

Once a day for 21 days in a row, consciously scan for a genuine compliment that you could give that is out of the ordinary for you (a person you don't normally praise or a behavior you often overlook).

### **Method:**

Deliver the recognition or encouragement in person - not through snapchat or text message. Make sure the compliment is authentic and specific (not "glad you work with me").

### **Experiment:**

Record the recipient's name and the praise you gave

- |     |     |
|-----|-----|
| 1.  | 12. |
| 2.  | 13. |
| 3.  | 14. |
| 4.  | 15. |
| 5.  | 16. |
| 6.  | 17. |
| 7.  | 18. |
| 8.  | 19. |
| 9.  | 20. |
| 10  | 21. |
| 11. |     |

What impact did this exercise have on your relationship and life?

## **SOCIAL INVESTMENT**

### **Key Points:**

- There is an extremely strong correlation (.7) between social support and performance during a time of challenge.
- Social support is equally predictive of longevity as smoking, high blood pressure and obesity.
- when people are stressed, they usually hunker down and divorce themselves from social support.
- Instead of disconnecting from social support, positive outliers increase their social investment.

### **Experiment:**

Pick one of these experiments to increase social investment:

1. Invite someone to lunch, but don't talk about any negativity.
2. Start a mid-afternoon workout group with friends. The key is to not skip it if you get busy.
3. Join flag football team, volleyball team, basketball team with classmates. Get outside in a group for a time period - no being on your cell phone during this time.
4. Make it a goal to learn one new piece of social information from everyone in you talk to (hobbies, favorite vacation, etc.) for one week.

Record your experiences and any change in your energy levels as a results of the activities:

## **GRATITUDE**

### **Key Points:**

- Gratitude allows your brain to most adaptively use its finite resources when scanning the world.
- The Tetris Effect is a cognitive afterimage. If you view the world through one pattern for too long you get stuck in that pattern.
- Training our brains to scan for the negative first can a negative Tetris Effect.
- Gratitudes can change your current pattern, and create a positive Tetris Effect, raising your ability to reap the Happiness Advantage.
- Writing down three things you are grateful for 21 days in a row can significantly raise your optimism even 6 months later.

### **Method:**

Download the I Journal app if you have a smartphone. You will need to print off the pictures too.

### **Experiment:**

For 21 days in a row, record three things you are grateful for and why.

The three gratitudes must be different each day, and they must be specific (i.e. you cannot say you are merely grateful for your health or family without saying why). If you use the I Journal app, take a picture each day to develop a visual record of one of the gratitudes. At the end of the 21 days, you will have portfolio of meaningful text and pictures which helped you create your new Tetris Effect.

\*You will add the pictures and the meaningful text within your journal.

Did this experiment have an impact on your life? Describe.

## **LIFESTREAM**

### **Key Points:**

- Lifestream is a journaling technique where you record one meaningful moment each day for 21 days in a row.
- It only requires one meaningful experience for your brain to judge that day as meaningful one.
- The brain has trouble telling the difference between reality and visualization, so Lifestreaming allows you to double the meaningful moment you experience.
- Our brain judges time based upon nodes of meaning in our life, so without access to these, time seems to pass too quickly.
- Having a task-based mindset lowers our meaning and raises stress.
- Lifestreaming allows the brain to connect the dots between meaningful moments each day. Once you have developed a trajectory of meaning, your brain starts linking your work, commute, emails and family to that stream.
- Lifestreaming improves your immune system and can even increase pain tolerance as your brain lowers stress and reaps the Happiness Advantage.

### **Observations:**

During the course of your day, be on the lookout for moments of meaning about which you can Lifestream

### **Experiment:**

Two Part Experiment:

Part One: Lifestream

Lifestream for five minutes “maximum” each day. Write about one meaningful moment you experienced over the past 24 hours and write down every detail you can remember. The goal is for your brain to visualize and re-experience the meaningful moment. Try to recall as many details (i.e. what someone said to you, what the weather was like, where you were, what you were thinking, etc.).

Part Two: Connect the Dots

At the end of the 21 days, go back and read your lifestream entries. Then record below how you see your meaning moments link together. If there are gaps in meaning in your life, reflect on how you can connect some of those moments of meaning to the parts that seem less meaningful (like meetings or emails).

Ultimately, your trajectory of meaning should branch out into other domains of your life.

Observations on my trajectory of meaning:

## **CONSCIOUS ACTS OF KINDNESS**

### **Key Points:**

- doing an altruistic act deepens the amount of social support the giver feels.
- A single piece of praise can motivate positive behavior for weeks and month.
- Routinizing conscious acts of kindness changes the social script to allow for more positive praise and collaboration.
- Conscious acts of kindness also makes your brain scan the world for more ways to knit together social networks.

### **Experiment:**

For 21 days in a row, when you first open your inbox or any text messages, before reading them, write a 2 sentence message thanking someone in your social support network and send to you. Each day, record not only changes to your happiness level after writing that email or text message but the response you got from the recipients using the Action Plan worksheet.

How did you feel after writing the message? Note any response to the email you may have received. Record for each day.

## **ATTENTION TRAINING**

### **Key Points:**

- The brain can do two conscious tasks at once, but multitasking decreases your success rates on both tasks dramatically.
- By focusing on your breath for two minutes for 21 days, you can train your brain to fully focus your intellectual resources on the task.
- Doing multiple tasks just one at time allows you to devote your brains resources more effectively and to decrease stress on the system.

### **Experiment:**

For 21 days in a row, watch your breath go in and out for 2 minutes each day. Try to quiet your mind - don't touch your phone! Then observe your energy patterns throughout the day to see if you get more work done. Record the results each day.

## **EXERCISE**

### **Key Points:**

- Regular exercise is the equivalent of taking an antidepressant.
- Exercise trains the brain to believe that your behavior matters, raising optimism.
- people who exercise in the morning have higher intelligence and creative at work/school.
- Exercise a cascade of success as the positive benefits ripple from activity to activity.

### **Experiment:**

Create an exercise plan below that you feel like you can keep up with for two months. Don't set the goal too high, but do try to keep the exercise regular. Ideally try to exercise each time at the same time of the day. At the end of each week record what you've noticed about changes to your level of happiness. (Bonus: pick a type of exercise that is social, so that you are deepening social support while creating a positive Tetris Effect).