

POSNACK

S C H O O L



Summer 2018 AP English Language and Composition Reading Assignment

Instructor: Mrs. L. Winrow

All work due August 21, 2018

Assignment 1

Read and Annotate TWO Required Texts:

The Great Gatsby - by F. Scott Fitzgerald

In Cold Blood - by Truman Capote

Read and annotate the two novels. As you annotate, consider the themes below. Your annotations for these themes will help you prepare for and write the in-class essays on each of the two novels when you return to school.

Themes for Consideration:

The Past

How does a person's past influence his or her thoughts, opinions, and/or actions in the present? Annotate your novel to show how one or more characters contend with aspects of the past. How does the past affect their present behaviors?

Appearance vs. Reality

What character(s) interpret different situations the way they wish they were instead of what they actually are? What are the positive or negative effects of such misinterpretation? Annotate your novel to show how one or more character is affected by appearance versus reality.

Social Values/Class Distinctions

How does class distinction and/or differing social values affect one or more character? How does this impact the way others treat the character(s) and/or said character(s) behave? Annotate your book to show how characters are affected by social values and/or class.

Assignment 2

Read:

The Dante Club – by Matthew Pearl

The Dante Club is a literary mystery that incorporates the punishments found in Dante's *Inferno* with an historical interpretation of 1865 Boston in the post-Civil War era. While a group of prestigious intellectuals

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works on an English translation of Dante's *The Divine Comedy*, several ghastly Dante-related murders occur. Meanwhile, Pearl depicts conflicts at Harvard University (which he attended before Yale Law School) over Darwin's theory of Evolution, the Fugitive Slave Act, and more, along with a subplot in which Nicholas Rey, Boston's first black police officer, faces racism, as do Italian immigrants.

Assignment:

-As you read, list each of the main characters and describe the person's traits and the role each plays in the plot.

-In clear note form, describe the murders in chronological order and give the victims, possible motives, and parallels to Dante's *Inferno*.

Summer Reading Essay Modified AP Essay Rubric and Grading Scale

| AP Score | Grade | Explanation |
|----------|---------|---|
| 9-8 | 100-90 | These well-written essays clearly demonstrate an understanding of the topic and have chosen an appropriate work of literature and appropriate element(s) (character, theme, tone, plot device, etc.) within that work. They address the topic convincingly with apt references. Superior papers will be specific in their references, cogent in their explications, and free of plot summary that is not relevant to the topic. These essays need not be without flaw, but they must demonstrate the writer's ability to discuss a literary work with insight and understanding and to control a wide range of the elements of effective composition. |
| 7-6 | 89-80 | These essays also choose a suitable work of literature and analyze the appropriate elements; however, they are less thorough, less perceptive or less specific than 9/8 papers. While these essays are generally well-written, they have less maturity and control than the top papers. They demonstrate the writer's ability to analyze a literary work, but they reveal a less sophisticated analysis and less consistent command of the elements of effective writing than essays scored in the 9/8 range. |
| 5 | 75-79 | Superficiality characterizes these essays. The writers choose an appropriate element from a suitable work, but the explanation is vague or over-simplified. The discussion may be pedestrian, mechanical, or inadequately related to the topic. Typically, these essays reveal simplistic thinking and/or immature writing. They usually demonstrate inconsistent control over the elements of college-level composition and are not as well conceived, organized, or developed as the upper-half papers; the writing, however, is sufficient to convey the writer's ideas. |
| 4-3 | 65 - 74 | These lower-half papers may not have chosen an appropriate element or suitable text, or they may have failed to address the topic. Their analysis may be unpersuasive, perfunctory, underdeveloped, or misguided. Their discussion may be inaccurate or not clearly related to the chosen element. The writing may convey the writer's ideas, but it reveals weak control over such elements as diction, organization, syntax, and grammar. These essays may contain significant misinterpretations of the text, inadequate supporting evidence, and/or paraphrase and plot summary rather than provide analysis. |
| 2-1 | 55-50 | These essays compound the weakness of essays in the 4-3 range. They seriously misread or fail to comprehend the novel or the play (or the question itself), choose an inappropriate element, or seriously misinterpret the topic or the function of the element in the work they have chosen. In addition, they are poorly written on several counts, including many distracting errors in grammar and mechanics, or they are unacceptably brief. Although the writer may have made some effort to answer the question, the argument presented has little clarity or coherence. Essays that are especially vacuous, ill-organized, illogically argued and/or mechanically unsound should be scored 1. |
| 0 | 0 | This is a response with no more than a reference to the task, a blank response, or one that is unrelated to the assignment. |

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