

2018 Senior AP Literature Summer Reading -- Mrs. Sandra Anz

- A. Read and **annotate** the following: Mary Shelly's Frankenstein & Pride and Prejudice by Jane Austen. Each page should reflect that you interacted with it. A blank page means your mind was somewhere else.

General Notes:

1. Circle characters' names when you first meet them.
2. Notate the setting
3. Write a summary statement every other page. For example, "Victor left for college." "Liz is angry at Darcy."

Frankenstein: Read the letters and the novel

1. Characterization of Victor and the creature
2. Religious aspects
3. Structure on novel- how is it pieced together (chapter, parts)?

Pride and Prejudice

1. Examples of pride and prejudice among the various characters. For example, Liz's first impression of Darcy is filled with misconception (prejudice).
2. Social occasions and/or customs
3. Family dynamics of each group- Bennet, Darcy, Bingley, Lucas

- B. **Write your essays** on notebook paper. Write the prompt at the top of each page and the date of your entry. Use the basic essay format handout as a guide.

1. Frankenstein is a horror novel that speaks to the humanity or lack thereof in society.

In the 4th Century B. C., Dante describes "Four Levels of Meaning" in his *Epistle* to the Divine Comedy. His idea is that the four levels are ways to search for deeper meaning in any literary work.

- A. The first level of meaning is the literal level.
- B. The second level of meaning is the **allegorical** level. Every character has a dual significance. Using the two major characters, **write an essay** analyzing who they symbolize.
- C. The third level of meaning is the moral level.
- D. The final level is the **spiritual** level. **Write an essay** explaining the spirituality of the characters. Use these questions as a guide: What does the novel say about mankind's spiritual condition? Do the main characters have a fundamental belief in God? Are they spiritually deprived?

2. Pride and Prejudice is a humorous look at English society and its courtship customs.

A. In some works of literature, mothers or the concept of motherhood play central roles. Write an essay in which you discuss the **maternal interaction** between two characters and how that relationship relates to a larger theme represented by the work.

B. Many works of literature deal with political or social issues. Write an essay in which you analyze how the author uses **satire** to explore these social issues and explain how these issues contribute to the themes of love and marriage.

Due dates: June 28 for Frankenstein. Aug. 17 for Pride. No Late assignments!!!!

I use the AP essay rubric to grade your papers. Annotations are a completion grade.

Place your assignments in a sealed manila envelope with your name outside.

Basic Essay Format

Introduction- 2 sentences

- A hook makes your essay interesting, but it is not needed.
- Thesis: Author, Title, claim/topics, and your reasoning
George Orwell uses allegorical characters to satirize the damaging political theories of the Russian Revolution in his novel Animal Farm.

Body- 8 sentences

- Topic sentence that relates to your thesis.
- Explanation of your topic sentence.
- Text evidence- a quote from text. Introduce your quotes; don't just drop them into your paragraph. Mrs. Anz says, "Eat your vegetables."
- Explanation of how this quote proves your thesis idea. Several sentences of commentary.
- So What? is the question to ask yourself. Each sentence must relate to your thesis/topic.
- Conclusion statement to wrap of this line of thinking.

Conclusion- 1 to 2 sentences that's draws your essay to an end

- Restate your claim/topic
- Draw a conclusion- Did I learn something from your essay?
- Summarize your point
- Tie your idea into a global idea????

Did you discuss **each** aspect of the prompt? Most prompts ask multiple questions.

These are **analytical** essays. Did you dissect the information and explain each point? The AP rubric evaluates your essays based upon your ability to peel back the **layers of understanding**. Be Shrek- an onion full of stinky layers.

AP Rubric Scoring Guide

Score of 9–8 (95-100- Excellent essay, deep analysis, out of the box thinking)

- responds to the prompt clearly, directly, and fully
- approaches the text analytically
- supports a coherent thesis with evidence from the text
- explains how the evidence illustrates and reinforces its thesis
- writer's style is fluent and flexible with profound discussion of text
- has few mechanical and grammatical errors

Score of 7–6 (85-90- Better essay, moderate analysis, good explanation)

- responds to the assignment clearly and directly but with less development than an 8–9 paper
- demonstrates a good understanding of the text
- supports its thesis with appropriate textual evidence
- analyzes key ideas but still needs more depth of explanation
- uses the text to illustrate and support in ways that are competent and detailed
- written in a way that is forceful and clear with some grammatical and mechanical errors

Score of 5 (80 – a superficial analysis, same essay that everyone else wrote)

- addresses the assigned topic marginally
- shows a good but general grasp of the text
- uses the text to frame an apt response to the prompt
- employs textual evidence sparingly or offers evidence without attaching it to the thesis
- written in a way that is clear and organized but may be somewhat mechanical
- marred by conspicuous grammatical and mechanical errors (shift in verb tense & comma errors)

Score of 4–3 (75- 70 - You don't understand or simply summarize the text)

- fails in some important way to fulfill the demands of the prompt
- does not address part of the assignment
- provides no real textual support for its thesis
- bases its analysis on a misreading of some part of the text
- just a summary, no analysis at all
- written in a way that is uneven in development with lapses in organization and clarity
- undermined by serious errors in grammar and mechanics (spelling, capitalization, & pronoun usage)

Score of 2–1 (65-60 – Complete misinterpretation or totally off topic)

- does not address the actual assignment
- indicates a serious misreading of the text (or suggest the student did not read it)
- does not offer textual evidence
- uses textual evidence in a way that suggests a failure to understand the text
- is unclear, badly written, or unacceptably brief
- is marked by egregious errors (fragments and run-on sentences)