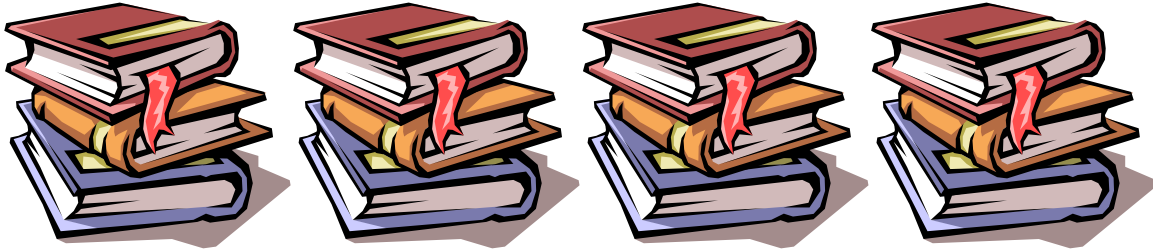


Grade 12 Advanced Placement (AP) English

Mr. Kavanaugh • Tolman High School

Summer Reading List 2009



A major component of the Grade 12 Advanced Placement English class is the close reading of novels, analyzing the works for theme and purpose, and responding in well-written, college-level essays. The following novels are well known and have been well received by the students in this course. The summer reading program is an important feature of the AP English program and it serves two important functions. First, reading and analyzing the books keeps you active as readers and broadens your experiences. Secondly, reading keeps those analysis, interpretation, and writing skills sharp.

You will read four books and write **two** essays on **two** of the four books. You will also take a brief comprehension quiz for each book during the first two weeks of school in September.

The required books are:

1. *Anthem* by Ayn Rand (copies available)
2. *100 Years of Solitude* by Gabriel Garcia Marquez
3. *Life of Pi* by Yann Martel
4. *The River Ki* by Sawako Ariyoshi

Choose **TWO** of the four essay prompts below and write two essays of approximately 300-500 words each. Do not write two essays on the same book. **Do not summarize the work or provide a plot summary.** Instead, read the prompt carefully, develop an insightful thesis, and write a well-developed essay. The *Response to Literature* rubric will be used to assess your work. Each essay will be worth **one test grade** for the first trimester.

Prompt #1 - 2009 AP Question

Many works of literature deal with political or social issues. Choose a novel or play that focuses on a political or social issue. Then write an essay in which you analyze how the author uses literary elements to explore this issue and explain how the issue contributes to the meaning of the work as a whole. Do not merely summarize the plot.

Prompt #2 - 2008 AP Question

In a literary work, a minor character, often known as a foil, possesses traits that emphasize, by contrast or comparison, the distinctive characteristics and qualities of the main character. For example, the ideas or behavior of the minor character might be used to highlight the weaknesses or strengths of the main character.

Choose one of your four novels in which a minor character serves as a foil to a main character. Then write an essay in which you analyze how the relation between the minor character and the major character illuminates the meaning of the work.

Prompt #3 - 2007 AP Question

In many works of literature, past events can affect, positively or negatively, the present actions, attitudes, or values of a character. Choose a novel in which a character must contend with some aspect of the past, either personal or societal. Then write an essay in which you show how the character's relationship to the past contributes to the meaning of the work as a whole.

Prompt #4 - 2006 AP Question

Many writers use a country setting to establish values within a work of literature. For example, the country may be a place of virtue and peace or one of primitivism and ignorance. Choose a novel in which such a setting plays a significant role. Then write an essay in which you analyze how the country setting functions in the work as a whole. Do not merely summarize the plot.

To achieve the highest score possible on the essays be sure to:

- answer the prompt completely and correctly
- follow the expectations of the rubric
- type your essay in 12pt type, black ink.
- proofread your essay carefully
- do not summarize the book

√ e-mail me at kavanaughk@psdri.net anytime before September if you have any questions.



Have a great summer!



Rubric: Response to Literary Text

This rubric explains the elements of the prompt and standards that should be included in the work. For each expectation, highlight the best descriptor of student performance.

Expectations	Proficient with Distinction 4	Proficient 3	Partially Proficient 2	Substantially Below Proficient 1	0
Purpose/Focus	Establishes an insightful claim/assertion in the form of a thesis when responding to a given prompt. Engages the audience.	Establishes an interpretive claim/assertion in the form of a thesis appropriate to audience when responding to a given prompt. W-10-2.1, W-10-3.1a	Attempts an interpretive claim/assertion in the form of a thesis when responding to a prompt, but audience or thesis is unclear.	Thesis does not address prompt, is invalid.	
Organization	Uses an organizational structure that enhances the response. Skillfully uses transition words/phrases to enhance meaning and support intent.	Uses an organizational text structure (i.e., compare/contrast, cause/effect, etc.) appropriate to purpose that allows for a progression of ideas to develop. W-10-1.1-4 Uses transition words/phrases to clarify meaning and support intent. W-10-3.4	Uses an organizational structure that causes confusion. Words/phrases do little to clarify meaning or support intent.	There is little evidence of organization. Words/phrases cause confusion.	
Details	Interprets and analyzes literary text by making inferences about the relationships among events, character, setting, theme, or author’s craft that are original and/or insightful. Selects, analyzes, and skillfully connects the literary text to prior knowledge, to oneself or to the broader world of ideas in order to advance relevant ideas or themes, enhancing the response. Effectively uses specific and rich details that reference the literary text or relevant citations to support thesis, interpretations, or conclusions. Draws a complex conclusion that synthesizes information.	Interprets and analyzes literary text by making inferences about the relationships among events, character, setting, theme, or author’s craft. W-10-3.2 Selects, analyzes and accurately connects the literary text to prior knowledge, to oneself or to the broader world of ideas in order to advance relevant ideas or themes while maintaining focus. W-10-2.3 Uses specific details that reference the literary text or relevant citations to support thesis, interpretations, or conclusions W-10-3.3 Draws a credible conclusion that synthesizes information. W-10-3.2	Attempts to interpret and analyze literary text by making inferences about the relationships among events, character, setting, theme, or author’s craft. Selects, analyzes, and makes some connections of the literary text to prior knowledge, to oneself or to the broader world of ideas in order to advance ideas or themes. Weak focus. Few details and textual references to support thesis, interpretations, or conclusions. Attempts to draw a conclusion.	Little or no interpretation or analysis of the literary text. Selects inappropriate text and/or does not connect the literary text to prior knowledge, to oneself or to the broader world of ideas. Lacks focus. Lacks details and textual references. No conclusion.	
Structures	Word choice, varied sentence length and structure are appropriate to the purpose, engage the audience, and enhance the response.	Word choice, varied sentence length and structure are appropriate to the purpose and audience. W-10-1.1, 1.4	Word choice, sentence length and structure do not address purpose and audience.	Word choice, sentence length and structure cause confusion.	

Demonstrates command of written language conventions	Demonstrates consistent control of grammar, usage, punctuation, capitalization, and spelling.	Demonstrates control of usage, grammar, punctuation, capitalization, and spelling. Occasional errors do not interfere with meaning. W-10-9.1-9.5	Demonstrates some control of usage, grammar, punctuation, capitalization, and spelling. Errors do interfere with meaning.	Demonstrates little control of usage, grammar, punctuation, capitalization, or spelling. Numerous errors interfere with meaning.	
---	---	--	--	---	--

Response to Literary Text A form of writing in which a reader responds to a writer's work by analyzing plot, making inferences about content, characters, theme, author's craft, or other elements within a piece of literature.