

AP LANGUAGE/ AMERICAN LITERATURE-COMPOSITION (11th Grade) 2009 - 2010

AP Language/ American Literature (11th Grade): Read **TWO** of the following, **one from each group:**

Group I: *The Scarlet Letter*(Hawthorne) **OR** *The Great Gatsby*(Fitzgerald) **OR** *The Grapes of Wrath* (Steinbeck)

Group II: *Tuesdays With Morrie* (Albom) **OR** *Profiles In Courage* (Kennedy)

Assessments: (All assignments are due by the third day of class)

1.) Completed 15 entries in a Double Entry Reflective/ Dialectical Journal for each text.

(Students who enroll late or who have special circumstances need to discuss accommodations with teacher within the first 3 days of class.) Students may find all books in the public library or may purchase them from a bookstore. Purchasing books allows the opportunity to annotate as the text is read (making notes in the margins, highlighting passages, etc.) which is a reading technique that is used during AP Language classes and will help students remember the text when reviewing for the assessment over the text - whether that assessment is for a fall or spring course. *The number in parentheses next to some titles is the Lexile score, a developmental scale for reading ranging from below 200L for beginning-reader material to above 1700L for advanced text. Check www.lexile.com for more information.

2.) Write a brief paper (2 page maximum) for EACH text. Paper must address the two Essential Questions: A.) In what way is this book an argument? B.) What is the book arguing for?). You may do outside research or rely on your own thinking. If you use outside sources, you must cite those in your paper and have a Works Cited page. (See Kell Home Webpage for MLA Handbook and writing a Works Cited page)

Summer Reading Assignments must be submitted on the third day of class, in a folder with identified separate sections for each question. Journals must be hand written. Essays: typing is not mandatory, but neatness counts; use MLA format; use INK (blue or black only) or type.

“Tuesdays With Morrie by Mitch Albom. He earned his Bachelor of Arts degree from Brandeis University, where met and studied under his beloved professor, Morrie Schwartz, the title character of *Tuesdays With Morrie*. One night in 1995, Mitch is flipping the channels on his television and recognizes Morrie's voice. Morrie is being featured on the television program "Nightline." Albom began gathering notes for his book, *Tuesdays With Morrie*, which documents his and Morrie's discussions on the meaning of life which they hold each Tuesday of every week in Morrie's home. Morrie Schwartz was dying from ALS, Amyotrophic Lateral Sclerosis. Popular culture, Morrie says, is founded on greed, selfishness, and superficiality, which he urges Mitch to overcome. Morrie also stresses that he and Mitch must accept death and aging, as both are inevitable. Mitch tape records his discussions with Morrie so that he may compile notes with which to write a book, *Tuesdays With Morrie*, a project which he and Morrie refer to as their "last thesis together." Morrie continually tells Mitch that he wants to share his stories with the world, and the book will allow him to do just that." (from Spark Notes) (Lexile Level: 830)

“Profiles in Courage is a 1955 Pulitzer Prize-winning book by John F. Kennedy, describing acts of bravery and integrity by eight United States Senators from throughout the Senate's history. The profiled senators crossed party lines and/or defied the public opinion of their constituents to do what they felt was right and suffered severe criticism and losses in popularity because of their actions. The book was widely celebrated and became a best seller. Kennedy wrote the book at his bedside during 1954 and 1955 while on leave from the Senate to recover from surgery to treat his back." (from Wikipedia) (Lexile Level: 1410)

“The Great Gatsby examines the results of the Jazz Age generation's adherence to false material values. It presents the rise and fall of Jay Gatsby, as related in a first-person narrative by Nick Carraway. Carraway reveals the story of a farmer's son-turned racketeer, named Jay Gatz. His ill-gotten wealth is acquired solely to gain acceptance into the sophisticated, moneyed world of the woman he loves, Daisy Fay Buchanan. His romantic illusions about the power of money to buy respectability and the love of Daisy—the “golden girl” of his dreams—are skillfully and ironically interwoven with episodes that depict what Fitzgerald viewed as the callousness and moral irresponsibility of the affluent American society of the 1920s. This text is about the collapse of an era and the onset of disillusionment with the American dream." (from E-Notes) (Lexile Level: 1070)

“*The Scarlet Letter*, written in 1850, is set in 17th-century Puritan Boston. It tells the story of Hester Prynne, who gives birth after committing adultery and struggles to create a new life of repentance and dignity. Throughout the novel, Hawthorne explores themes of legalism, sin, and guilt. In *The Scarlet Letter*, Hawthorne uses the repressive, authoritarian Puritan society as an analogue for humankind in general. The Puritan setting also enables him to portray the human soul under extreme pressures. Hester, Dimmesdale, and Chillingworth, while unquestionably part of the Puritan society in which they live, also reflect universal experiences. Hawthorne speaks specifically to American issues, but he circumvents the aesthetic and thematic limitations that might accompany such a focus.” (Wikipedia and Spark Notes) (Lexile Level: 1340)

“*The Grapes of Wrath* was written by John Steinbeck, published in 1939, and focuses on a poor family of sharecroppers, the Joads, driven from their home by drought, economic hardship, and changes in the agriculture industry. In a nearly hopeless situation, they set out for California's Central Valley along with thousands of other "Okies" in search of land, jobs, and dignity. The narrative begins from Tom Joad's point of view just after he is paroled from prison for homicide. When he arrives at his childhood farm home, it is deserted. Disconcerted and confused, he goes to his Uncle's home nearby where he finds his family loading a truck with what remains of their possessions; the crops were destroyed in the Dust Bowl and as a result, the family had to default on their loans. With their farm repossessed, the Joads seek solace in hope; hope inscribed on the handbills which are distributed everywhere in Oklahoma, describing the beautiful and fruitful country of California and high pay to be had in that state. The Joads are seduced by this advertising and invest everything they have into the journey. Although leaving Oklahoma would be breaking parole, Tom decides that it is a risk, albeit minimal, that he has to take. While en route, they discover that all of the roads and the highways are saturated with other families who are also making the same trek, ensnared by the same promise. As the Joads continue on their journey and hear many stories from others, some coming from California, they are forced to confront the possibility that their prospects may not be what they hoped. Their struggle is long and difficult. There are some very realistic scenes of hardship and survival in the text.” from Wikipedia) (Lexile Level: 680)

AP English Language/American Literature-Composition (11th Grade)

The Assignment:

1. Purchase a bound “composition” notebook (no spiral notebooks please) for your ongoing journal writing (available for \$1 or less at most office supply stores). On the cover, write your name and course title. (Be creative here). Write all entries by hand! Be sure that your entries are very neatly written! No typed work will be accepted! Write all entries for the same text following each other; separate entries for 1st text from entries for 2nd text by **TWO BLANK PAGES** in your journal.
2. In your bound “composition” notebook, complete a Double Entry Reflective Dialectical Journal** (two-column notes) in which you discuss your author's language and style. (See “Ideas for Analyzing Text.”)
3. Meet the required number (15) of concrete details in your journal notes. **Be sure to use a variety of elements to analyze and that your quotes come from the entire novel.** *Dialectic: “The art or practice of arriving at the truth by using conversation involving question and answer.” **Dialectical Journal: A written conversation with yourself about a piece of literature.

Format:

1. Label the left side of each journal page “CD – Concrete Details” and label the right side of each journal page “CM – Commentary.”
2. Number and document each entry.
3. The left “CD” side is where you record specific examples and page numbers: quotations, direct quotes, evidence, support, images, etc. from the book. ***Always accompany CD with MLA documentation, which includes page numbers and author!**
4. The right “CM” side is where you record corresponding analysis: reactions, ideas, opinions, comments, inferences, insights, questions, etc. from your head. What is it about the writing that stands out and makes the work distinctive? The important part is that you, the reader, are reading something and then responding with analysis. Have a conversation with the text and with yourself.

Sample Student Dialectic Journal

CD-Concrete Detail/ Quote and page number	CM-Commentary/ DIDLS Observations
<p>1. Diction <i>“the left eye being truly serpentine, with a venomous, sickly-blue squint that although it was involuntary acquired, seemed nevertheless to warn of bitter sentiment at the bottom of his nature” (Capote 31).</i></p>	<p><i>This quote about Dick’s eye is memorable because people think of serpents as vindictive, which is a word that is synonymous with Dick. He is malicious; he will stop at nothing to get his “score” even if it means killing four innocent people for just forty dollars. The use of the word serpentine gives a clear insight to the kind of person he is without having to delve any further into his personality.</i></p>
<p>2. Detail <i>“amazement, shading into dismay; a shallow horror sensation that cold spring of personal fear swiftly deepened” (Capote 76).</i></p>	<p><i>This detail vividly depicts what happens when a person goes into shock. The whole town felt this way, and that is why this shows a turning point in the entire town’s attitude towards everything. Families become paranoid, disturbed, and fearful for their lives for the first time.</i></p>

NOTE: Citing the source requires that you put the author’s last name & the page number of the quote in parenthesis. The end punctuation goes on the outside.

Journal Grading Rubric

Quality	Grade Earned	A	B	C	D	F
Passage selection	----- /10	Detailed and meaningful All passages are key elements from the text. 10 points	Less detailed but good selections 8 points	A few good details 7 points	Few of any quality details 5 points	Details are of poor quality passages are mostly unimportant 4-1 points
Interpretation and commentary	----- /10	Thoughtful interpretation and commentary on theme, diction, imagery, syntax, symbolism, and how these contribute to the text. 10 points	Some intelligent commentary and some comments about literary elements, but a limited discussion 8 points	Most commentary is vague, un-supported plot summary or paraphrasing. Some listing of literary elements with inadequate discussion 7 points	All notes are plot summary or paraphrase with few literary elements and little discussion on meaning 5 points	All commentary is summary without any indication of lit. terms or understanding. 4 - 1 points
Coverage	----- /10	ALL 15 ENTRIES COMPLETED 10 points	ONLY 10 ENTRIES COMPLETED 8 points	ONLY 8 ENTRIES COMPLETED 7 points	ONLY 7 ENTRIES COMPLETED 5 points	FEWER THAN 7 ENTRIES 4 - 1 points
Observations	----- /10	Thought provoking and insightful observations. Thorough discussion. 10 points	Personal connections, questions arise from text because of observations. Limited discussion. 8 points	Few or obvious observations. Inadequate discussion. 7 points	Very little observation and little discussion. 5 points	Merely summarizing the text 1 - 4 points
Organization and neatness	-----/5	Neat and organized 5 points	Neat and readable 4 points	Neat but hard to read 3 points	Hard to read, poorly organized 2 points	Almost impossible to read 1 - 0 points
Following Directions	-----/5	Follows all directions for creation/organization of journal: uses correct MLA documentation, used pen, has correct number of entries, entries numbered & dated 5 points	Follows most directions for creation/organization of journal. 4 points	Follows some of directions for creation/organization of journal. 3 points	Does not follow directions for creation/organization of journal. 2 points	No indication that directions were followed. 1 - 0 points

****If NO journal is turned in, student will receive a grade of zero. Journals are due the third day of school.**

AP Language: Ideas for Analyzing Text

Use any of the following prompts to guide your analysis in the dialectical journal.

<p>📖 Consider how the personality of a specific character (or the author in a nonfiction text) is established within a specific passage or stanza.</p> <ul style="list-style-type: none">• Consider the use of dialogue, foils (a character by his or her contrast who serves to accentuate another character’s distinctive qualities or characteristics), or actions• Setting is often a pivotal factor in the development of characters. Consider commenting on the details of the setting and how it furthers the plot or enhances the experiences of the character or author.• Discuss how some of the characters or situations fit into the typical archetypal categories (generally the model from which something is developed or made).• What are the key characteristics of the speaker or narrator? <p>📖 Consider commenting on a notable literary technique in the text. What is the impact of the technique on the overall work?</p> <ul style="list-style-type: none">• Irony: a contradiction or incongruity between appearance or expectation and reality.• Satire: satire uses irony, wit, and sarcasm to expose humanity’s vices and foibles, giving the push for change or reform through ridicule.• Symbolism: something that, although it is of interest in its own right, stands for or suggests something larger and more complex—often an idea or a range of interrelated ideas, attitudes, and practices.• Allusions: an indirect reference to a person, event, statement, or theme found in literature, the other arts, history, mythology, religion or popular culture. <p>📖 Consider commenting on imagery (especially predominant or recurring images).</p> <ul style="list-style-type: none">• Imagery: creates or represents a sensory experience through any of the five senses: sight, touch, hear, smell, and taste• The use of figures of speech to express abstract ideas in a vivid and innovative way<ul style="list-style-type: none">✓ Simile: a comparison of two unlike things using the words <i>like</i> or <i>as</i>✓ Metaphor: associates two unlike things without the use of <i>like</i> or <i>as</i> in which one thing is made equal to another✓ Personification: human characteristics applied to anything non-human such as an abstract idea, a physical force, an inanimate object, or a living organism	<ul style="list-style-type: none">✓ Metonymy: one thing is represented by another that it is commonly associated with it (i.e.: “monarch” is referred to as the “crown” because crowns sit on the heads of kings)✓ Synecdoche: a part of something is used to represent the whole or occasionally the whole is used to represent a part (i.e.: to refer to a “boat” as a “sail” or “car” as “wheels”) <p>📖 Consider the effect of any unusual organizational or rhetorical strategies in the work.</p> <ul style="list-style-type: none">• Multiple narrators• Pacing elements: for example flashback (interrupts the present action of a narrative text to depict some earlier event—often an event that occurred before the opening scene of the work—via reverie, remembrance, dreaming, or some other mechanism)• Unusual punctuation or use of italics• Chapter divisions• Repetition of words, phrases• Rhetorical questions: a question not expecting an answer, or one to which the answer is more or less self-evident used primarily for stylistic effect• Antithesis: a rhetorical device in which two ideas are directly opposed and presented in a grammatically parallel way (i.e.: “Not that I loved Caesar less, but that I loved Rome more.”)• Parallelism: used to accentuate or emphasize ideas or images by using grammatically similar constructions. Words, phrases, clauses, sentences, paragraphs and even longer structural units may be consciously organized into parallel constructions, creating a sense of balance that can be meaningful and revealing.• Chiasmus: a rhetorical device in which certain words, sounds, concepts, or syntactic structures are reversed or repeated in reverse order (i.e.: “Fair is foul and foul is fair.”)• Paradox: a statement that seems self-contradictory or nonsensical on the surface but that, upon closer examination, may be seen to contain an underlying truth and used to grab the reader’s attention to direct to a specific point or image that provokes the reader to see something in a new way (i.e.: “One more such victory and we are lost.”)
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(**Connection to the Georgia Performance Standards:** The student reads a minimum of 25 grade-level books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.)