WELCOME TO AP LITERATURE! In this class, you will be expected to read and respond to a wide variety of literature in various timed and untimed settings. This class will likely be very different than English classes you have had in the past: not only will you be asked to write more, but the writing tasks to which you will respond will be much more complicated than you are used to. The goal of this AP Lit Summer Assignment is to expose you, the soon-to-be AP Lit student, to those heightened expectations.

SUMMER ASSIGNMENT INSTRUCTIONS

(1) You will read two of the following texts and record basic critical information (theme, setting, etc) for each on the accompanying analytical organizers. Though free response questions in this style normally allow the writer to address the prompt with any applicable piece of literature, for the purposes of this summer assignment you are limited to the texts that appear below.

The following text is REQUIRED:

*The Road* by Cormac McCarthy

You will additionally choose to read ONE of the following:

*Fahrenheit 451* by Ray Bradbury

*Lord of the Flies* by William Golding

*The Giver* by Louis Lowry

(2) You should be prepared to compose an AP-style written analysis on one of the assigned texts in class during the first week of school (August 12-14, 2020). As you will not have the prompt to which your writing will respond until the day of the writing in class, your goal while reading your two chosen texts is to be attentive to any significant similarities in tone, theme, or motif.

Keep in mind: *you are not expected to “ace” this first free-response writing.* If you struggle, know that you are in good company.

General expectations for AP-level free response writing. Students should attempt to accomplish the following in their written responses:

- **generate a thesis** that takes a position on/provides a defensible interpretation and may establish a line of reasoning.
- **make textual references** (paraphrases) that are relevant to the thesis. *Please note: Question 3 responses are not expected to make use of direct quotations - students should provide specific examples from the text in their own words.*
- **provide well-developed commentary** that consistently and explicitly explains the relationship between the evidence and the thesis that addresses an interpretation about the work as a whole.
- **demonstrate sophistication of thought** and/or develop a complex literary argument.
<table>
<thead>
<tr>
<th>Title: The Road</th>
<th>Author: Cormac McCarthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time period in which the book was written (as well as any significant artistic/literary movements associated with that period):</td>
<td>Setting of the text (as well as any historical significance that is associated with that setting):</td>
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<tr>
<td>Characters (with brief descriptions):</td>
<td>Main Events (in order):</td>
</tr>
<tr>
<td>Short quotes (and a brief explanation of the significance of each to the text):</td>
<td>Significant Symbols, Themes, or Motifs:</td>
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</table>
The conflict created when the will of an individual opposes a flawed world is the recurring theme of many novels, plays, and essays. As author John Krakauer says, "So many people live within unhappy circumstances and yet will not take the initiative to change their situation because they are conditioned to a life of security, conformity, and conservation."

Select a fictional character from one of your two summer readings who struggles to make their world “right.” In a critical essay, analyze how the conflict between the character and their world suggests a broader meaning for the work as a whole. Do not summarize the plot or action of the work you choose.

Students should attempt to accomplish the following in their writing:

- **generate a thesis** that takes a position on/provides a defensible interpretation and may establish a line of reasoning.
- **make textual references** (paraphrases) that are relevant to the thesis. Please note: Question 3 responses are not expected to make use of direct quotations - students should provide specific examples from the text in their own words.
- **provide well-developed commentary** that consistently and explicitly explains the relationship between the evidence and the thesis that addresses an interpretation about the work as a whole.
- **demonstrate sophistication of thought** and/or develop a complex literary argument.
# AP Scoring Rubric Question 3: Open Analysis

## Thesis Statement:

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<th>0 points</th>
<th>1 point</th>
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| For any of the following:  
  - There is no defensible thesis.  
  - The intended thesis only restates the prompt.  
  - The intended thesis provides a summary of the issue with no apparent or coherent thesis.  
  - There is a thesis, but it does not respond to the prompt. | Responds to the prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning.  
(The thesis may be one or more sentences anywhere in the response.) |

**Responses that do not earn this point:**
- The intended thesis only restates the prompt.
- The intended thesis is only a generalized comment about the chosen work that doesn’t respond to the prompt.

**Responses that earn this point:**
- The thesis takes a position on or provides a defensible interpretation and may establish a line of reasoning.

- A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.

## Evidence and Commentary:

<table>
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<tr>
<th>0 Points</th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
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</table>
| Simply restates thesis (if present).  
OR  
Repeats provided information.  
OR  
Provides examples that are generally irrelevant and/or incoherent. | Summarizes plot without reference to a thesis.  
OR  
Provides non-specific references to the text.  
OR  
Provides vaguely relevant references to the text.  
AND  
Provides little or no commentary. | Makes textual references (direct quotes or paraphrases) that are relevant to the thesis.  
AND  
Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence. | Makes textual references (direct quotes or paraphrases) that are relevant to the thesis.  
AND  
Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete. | Makes textual references (direct quotes or paraphrases) that are relevant to the thesis.  
AND  
Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis.  
The response must address an interpretation about the work as a whole. |

**Typical responses:**
- Are incoherent or do not address the prompt.
- May be just opinion with no textual references or references that are irrelevant.

**Typical responses:**
- Drop in textual references (including quotes, plot summary, and paraphrase) into the response with little or no explanation.

**Typical responses:**
- Contain multiple inaccuracies or instances of repetition in commentary.
- Offer only simplistic explanations that don’t strengthen the argument.

**Typical responses:**
- Provide commentary that is not always well-developed, limited (stops short); may be piecemeal.
- Assume or imply a connection to the thesis that is not always explicit.

**Typical responses:**
- Integrate specific and relevant textual references throughout in order to support the student’s interpretation.
- Response must address the work as a whole.

- Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.

## Sophistication Point:

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<th>0 points</th>
<th>1 point</th>
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<tbody>
<tr>
<td>Does not meet the criteria for 1 point.</td>
<td>Demonstrates sophistication of thought and/or develops a complex literary argument.</td>
</tr>
</tbody>
</table>

**Responses that do not earn this point:**
- Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations.
- Only hint or suggest other possible interpretations.
- Make a single statement about how an interpretation of the topic relates to a possible meaning of the chosen work as a whole without consistently maintaining that interpretation.
- Oversimplify complexities of the topic and/or the chosen text.
- Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument.

**Responses that earn this point demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:**
- Crafting a thesis that demands nuanced consideration of textual evidence to prove — and then successfully proves it.
- Explaining the significance or relevance of an interpretation within a broader context.
- Discussing alternative interpretations of a text.
- Recognizing and accounting for contradictions and complexities within the text.
- Using relevant analogies to help an audience better understand an interpretation.
- Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument.

- This point should be awarded only if the sophistication or complex understanding is part of the argument, not merely a phrase or reference.