

AP English 12

Ms. Ferrone

Advanced Placement English 12
Summer Reading and Writing Assignment
2019-2020

Purpose: The purpose of summer reading assignment is complex:

- To help build confidence and competence as readers of complex texts
- To give you, when you enter the class in the fall, an immediate basis for discussion of literature-elements like theme, narrative, point of view, symbolism, plot structure, etc.
- To set up a basis for comparison with other works we will read during the year
- To provide you with the beginnings of a repertoire of works you can write about on the AP Lit exam next spring
- Last but not least to enrich your mind and stimulate your imagination

To achieve this purpose, all incoming AP English 12 students are required to:

1. Read and annotate *Caleb's Crossing* and selected chapters of *Writing About Literature* (details about the reading assignments can be found on the back of this sheet).
2. Complete an essay based on these readings (see back side).
3. Take a multiple-choice/short answer test on *Caleb's Crossing* the first week of classes.

Note: Students who fail to complete the summer work will be transferred to another section of English 12. Late enrollees to MVRHS will have 30 days to make up the summer work.

Advance Reading Assignment:

1. Brooks, Geraldine. *Caleb's Crossing*. New York: Penguin Group, 2011. The following synopsis is taken from the author's website, www.geraldinebrooks.com

In 1665, a young man from Martha's Vineyard became the first Native American to graduate from Harvard College. Upon this slender factual scaffold, Brooks has created a luminous tale of love and faith, magic and adventure.

The narrator of Caleb's Crossing is Bethia Mayfield, growing up in the tiny settlement of Great Harbor amid a small band of pioneers and Puritans. Restless and curious, she yearns after an education that is closed to her by her sex. As often as she can, she slips away to explore the island's glistening beaches and observe its native Wampanoag inhabitants.

At twelve, she encounters Caleb, the young son of a chieftain, and the two forge a tentative secret friendship that draws each into the alien world of the other. Bethia's minister father tries to convert the Wampanoag, awakening the wrath of the tribe's shaman, against whose magic he must test his own beliefs. One of his projects becomes the education of Caleb, and a year later, Caleb is in Cambridge, studying Latin and Greek among the colonial elite. There, Bethia finds herself reluctantly indentured as a housekeeper and can closely observe Caleb's crossing of cultures.

2. Roberts, Edgar V. *Writing About Literature*, 10th edition. Upper Saddle River: Prentice Hall, 2003. 382 pp. (Chapters 1, 4 and 8 only).

Advance Writing Assignment: Essay Topic

Read *Caleb's Crossing* and chapters 1, 4 and 8 in *Writing About Literature* before you begin. The essay should represent only your ideas; *please do not sample or incorporate ideas from other sources*. Share your essays in google.docs format to cferrone@mvrhs.org AND bring in HARD COPY the first day of class. (12 point font, double-spaced)

Topic (Prompt taken from the Advanced Placement Literature and Composition 2003 Exam):

Apply the essay prompt below by writing a well-organized essay of 600-750 words based on your reading and analysis of *Caleb's Crossing*. Be sure to answer the prompt and avoid mere plot summary.

2003. Novels and plays often depict characters caught between colliding cultures -- national, regional, ethnic, religious, institutional. Such collisions can call a character's sense of identity into question. Select a novel or play in which a character responds to such a cultural collision. Then write a well-organized essay in which you describe the character's response and explain its relevance to the work as a whole.

Essay Evaluation Guide

_____I. Ideas (30 points)

30 25 22 19

- A. Central idea is clearly and adequately explored
- B. Ideas are balanced according to their significance
- C. Ideas show a sophisticated understanding of text
- D. Discussion of ideas acknowledges complexities and ambiguity of text.
- E. Concepts and terms of textbook/lecture utilized.

_____II. Details (30 points)

30 25 22 19

- A. Clear, relevant details, quotes, and examples develop and enrich the central focus.
- B. Plot relation is kept to a minimum.
- C. Details are frequent and brief, but adequately explained.

_____III. Organization(20 points)

20 17 15 13

- A. Writing is organized in a way that enhances meaning and develops central idea.
- B. Each developmental paragraph addresses a specific aspect of the topic.
- C. The sequence of the paragraphs is effective and transitions provide fluency.

_____IV. Style + Conventions (20 points)

20 17 15 13

- A. A strong grasp of standard writing conventions: spelling, punctuation, and grammar is apparent. Format guidelines are followed.
- B. Strong and varied sentence structure clearly conveys meaning.
- C. Well-chosen words convey the intended message in an interesting, precise, and natural way.
- D. The writing is natural and compelling.

_____TOTAL/ 100

Ideas for Annotating Literature

“Every Text is a lazy machine asking the reader to do some of its work.”

– Novelist Umberto Eco

- Use a pen so you can make circles, brackets, and notes. If you like highlighters, use one for key passages, but don’t get carried away and don’t only highlight.
- Look for patterns and label them (motifs, diction, syntax, symbols, images, and behavior, whatever).
- Mark passages that seem to jump out at you because they suggest an important idea or theme- of for any other reason (an arresting figure of speech or image, an intriguing sentence pattern, a striking example of foreshadowing, a key moment in the plot, a bit of dialogue that reveals character, clues about the setting etc.).
- Mark phrases, sentences, or passages that puzzle, intrigue please or displease you. Ask questions; make comments; talk back to the text.
- At the ends of chapters or sections write a bulleted list of key plot events. This not only forces you think about what happened, see the novel as whole, and identify patterns, but you create a convenient record of the whole plot.
- Circle words you want to learn or words that jump out at you for some reason. If you don’t want to stop reading, guess, then look the word up and jot down the relevant meaning later. You need not write out a full dictionary definition; it is often helpful to put the relevant meaning in your own words. If SAT prep has dampened your enthusiasm, reconsider the joy of adding your “word hoard” as the Beowulf poet calls it.
- The Harvard College Library has posted an excellent guide to annotation, “Interrogating Texts: Six reading habits to

Develop in your First Year at Harvard.” <http://guides.library.harvard.edu/sixreadinghabits>

- If you still need help, please visit this supportive essay on how to annotate a text, <http://www.tnellen.com/cybereng/adler.html>.

