

Short Fiction 1

AP Literature and Composition

Unit 1 Summative Assessment

Due: _____

Objective: Understanding character, setting, plot, and narrator are fundamental to interpreting fiction. Unit 1 builds on student understandings of these fundamentals from previous courses while establishing a foundation for the skills and knowledge necessary for this course. Students begin to examine how these fundamental elements function in a text.

Purpose (Literary Analysis Writing): Develop textually substantiated arguments about interpretations of part or all of a text.

Skill Assessed-7.A: Develop writing that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

Questions to Consider While Writing:

How do you analyze a text to develop a defensible claim about that text?

How do you develop a claim that requires a defense with evidence from the text—and is not simply an assertion of fact or statement of the obvious?

How do you develop a claim that you can defend with logical reasoning and textual evidence?

How do you develop a claim that acknowledges that contradictory evidence or alternative interpretations exist?

How do you develop a claim that articulates how a text explores concepts related to a range of experiences, institutions, and/or social structures?

Skill Assessed- 7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

Questions to Consider While Writing:

How do you write a thesis statement that clearly articulates a claim about an interpretation of literature?

How do you preview the reasoning of your argument in your thesis statement, perhaps by considering how your reasoning is organized?

Skill Assessed- 7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

Questions to Consider While Writing:

What are the logical reasons, inferences, and/or conclusions that justify your claim?

How do you develop commentary that does more than restate plot details?

How do you develop commentary that explicitly articulates your critical thinking and relationships among ideas rather than leaving it to readers to make inferences or connections on their own?

How do you develop commentary that carefully explains your reasons, inferences, and/or conclusions; how textual evidence supports your reasoning; and how your reasoning justifies your claim?

How do you develop commentary that conveys your complex argument about an interpretation of literature?

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Skill Assessed- 7.D: Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

Questions to Consider While Writing:

How can an interpretation of a text emerge from analyzing evidence and then forming a line of reasoning or from forming a line of reasoning and then identifying relevant evidence?

Which information from a text can serve as evidence to develop and support your line of reasoning?

How do you know when evidence is relevant to your reasoning?

How do you introduce evidence into your argument and indicate the purpose of the evidence as it relates to your argument?

How do you know when your evidence is sufficient to support a line of reasoning and justify your claim?

How do you address evidence that contradicts your reasoning or your claim?

Skill Assessed- 7.E: Demonstrate control over the elements of composition to communicate clearly.

Questions to consider while Writing:

How do you revise an argument's grammar and mechanics so that they follow established conventions of language to ensure clear communication of ideas?

How can you select organizational patterns (e.g., chronological, compare-contrast, cause-effect, general to specific, order of importance, part-to-whole) to organize your reasoning and support?

How do you organize clauses, sentences, and paragraphs to create coherence?

How do you select and place transitions in sentences to create particular relationships between ideas and create coherence?

How do you write sentences that convey equality/inequality of importance or balance/imbalance between ideas?

How do you select words that clearly communicate ideas? § How do you use punctuation to indicate clear relationships among ideas?

Assignment: You may select one of the short stories listed below. These stories can be found in your text, but I highly suggest that you make a copy or find an e-copy to print so that you may annotate as you read analytically. Look at the suggested question prompts and pick one about which you will compose a short essay. This short essay should be between 300 and 450 words in MLA format. You should upload this assignment to Turnitin.com by the end of the school day (2:40 pm) on the due date.

Story Selections with Corresponding Essay Prompt Choices (choose just 1 question and copy this question at the top of your essay):

“Babylon Revisited” (Fitzgerald) pp. 250-265; *Exploring the Text* Q4

“Interpreter of Maladies” (Lahiri) pp. 434-451; *Suggestions for Writing* Q1, Q2, Q3

“Woman Hollering Creek” (Cisneros) pp. 623-633; *Suggestions for Writing* Q1, Q2, Q3

“The Book of the Dead” (Danticat) pp. 835-853; *Questions for Discussion* Q11, *Suggestions for Writing* Q1, Q3

“Sonny’s Blues” (Baldwin) pp.1041-1065; *Suggestions for Writing* Q2, Q3

“The Free Radio” (Rushdie) pp. 1244-1250; *Exploring the Text* Q4

“The Things They Carried” (O’Brien) pp. 1371-1386; *Suggestions for Writing* Q2

****Once you have uploaded this assignment, you should complete the Unit 1 Personal Practice Check.****