

AP Literature Summer Reading Assignment 2017

Read *Hunchback of Notre Dame* by Victor Hugo. Write one (1) of the following essays to be submitted via email or shared google doc with sphillips@fcapatriots.org prior to the first day of class. Essays will be graded based on the attached AP Lit test standard essay rubric.

1. Compare and contrast the book to the Disney movie. Why do you think Disney chose to use some details, omit some details, or change some details? Which do you think is the better story and why?
2. Based on the novel, how do you think Hugo felt about the Catholic church? Be sure to give specific reasons and examples.
3. Discuss Hugo's use of detail in the description of the architecture of Notre-Dame and the city of Paris. Why is this important?
4. Discuss Quasimodo's relationship to the bells. What causes his relationship with his beloved bells to change?

AP Literature Exam Essay Rubric

9-8 (9=105, 8=95)

Superior papers are specific in their references, cogent in their definitions, and free of plot summary that is not relevant to the question. These essays need not be without flaws, but they demonstrate the writer's ability to discuss a literary work with insight and understanding and to control a wide range of the elements of effective composition. At all times they stay focused on the prompt, providing specific support--mostly through direct quotations--and connecting scholarly commentary to the overall meaning.

7-6 (7=85, 6=80)

These papers are less thorough, less perceptive or less specific than 9-8 papers. They are well-written but with less maturity and control. While they demonstrate the writer's ability to analyze a literary work, they reveal a more limited understanding and less stylistic maturity than do the papers in the 9-8 range.

5 (75)

Safe and "plastic," superficiality characterizes these essays. Discussion of meaning may be formulaic, mechanical, or inadequately related to the chosen details. Typically, these essays reveal simplistic thinking and/or immature writing. They usually demonstrate inconsistent control over the elements of composition and are not as well conceived, organized, or developed as the upperhalf papers. However, the writing is sufficient to convey the writer's ideas, stays mostly focused on the prompt, and contains at least some effort to produce analysis, direct or indirect.

4-3 (4=65, 3=60)

Discussion is likely to be unpersuasive, perfunctory, underdeveloped or misguided. The meaning they deduce may be inaccurate or insubstantial and not clearly related to the question. Part of the question may be omitted altogether. The writing may convey the writer's ideas, but it reveals weak control over such elements as diction, organization, syntax or grammar. Typically, these essays contain significant misinterpretations of the question or the work they discuss; they may also contain little, if any, supporting evidence, and practice paraphrase and plot summary at the expense of analysis.

2-1 (2=50, 1=40)

These essays compound the weakness of essays in the 4-3 range and are frequently unacceptably brief. They are poorly written on several counts, including many distracting errors in grammar and mechanics. Although the writer may have made some effort to answer the question, the views presented have little clarity or coherence.