AP Literature and Composition
Summer 2025

Required Reading:
John Steinbeck, *East of Eden*

Assignment #1:
Annotate John Steinbeck's *East of Eden*. Before beginning this assignment, read the attached annotation guidelines and rubric for requirements. This will be the first text studied in class.

Assignment #2:
Complete sketchnotes on *East of Eden*, focusing on the tension between good and evil. Also consider including character development, themes, symbols, and anything else significant to the text. A description of sketchnotes, as well as guidelines and a rubric, are attached.

While students may share ideas as they discuss the novels, all work must be an original production by each student. The JTHS Plagiarism Policy applies to these assignments. Consequences will be issued for any work submitted that is not your own.

You may contact Mrs. Maxwell by email at cmaxwell@jefftwp.org with any questions or concerns.

All assignments are due Thursday, September 4, 2025.

GOOGLE CLASSROOM CODE:
ohajtl5v

Annotation Guidelines

Annotating is the act of taking notes within the text (marginal or Post It notes) as you read. It involves marking the text with substantive commentary regarding the author's content and/or style. Annotating is NOT summarizing what the author wrote or repeating what is already on the page. Annotations are insightful analysis and offer a reader's thoughts and reactions to the text.

Suggested areas of focus:
- Characterization
- Thematic development
- Organization of passages
- Literary devices such as symbolism, motifs, foreshadowing, point of view
- AP Lit Big Ideas & Skills (see chart below) **These are part of the rubric.**

Character
Explain the function of a character
- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives
- Explain the function of a character changing or remaining unchanged
- Explain the function of contrasting characters
- Describe how textual details reveal nuances and complexities in characters' relationships with one another
- Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities

Setting
Explain the function of setting
- Identify and describe specific textual details that convey or reveal a setting
- Explain the function of setting in a narrative
- Describe the relationship between a character and a setting

Structure
Explain the function of plot and structure
- Identify and describe how plot orders events in a narrative
- Explain the function of a particular sequence of events in a plot
- Explain the function of structure in a text
- Explain the function of contrasts within a text
- Explain the function of a significant event or related set of significant events in a plot
- Explain the function of conflict in a text

Narration
Explain the function of a narrator/speaker
- Identify and describe the narrator or speaker of a text
- Identify and explain the function of point of view in a narrative
- Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective
- Explain how a narrator's reliability affects a narrative

<div style="border: 1px solid black;">

Figurative Language

Explain the function of word choice, imagery, and symbols
- Distinguish between the literal and figurative meaning of words and phrases
- Explain the function of specific words and phrases in a text
- Identify and explain the function of a symbol
- Identify and explain the function of an image or imagery

Explain the function of comparison
- Identify and explain the function of a simile
- Identify and explain the function of a metaphor
- Identify and explain the function of personification
- Identify and explain the function of an allusion

</div>

Methods

Students may use any of the following methods:
- Brackets
- Highlighting
- Underlining
- Post Its (As this is not written on the actual passage, it must be detailed and indicate the passage to which it is referring).

Students may **not** use:
- Random pieces of paper
- Post Its that have been torn in half.

All methods must be consistent and contain written explanations of annotated areas. Students should avoid summaries and generalities at the end of the chapters or marginal notes not anchored in a specific passage. Students should make a reasonable number of annotations: 10 on every page is too many; one every 100 pages is too few.

Assessment

Students will be assessed on the number and frequency of annotations, the significance of the commentary, and the topics and literary aspects identified in the text. Annotations will be read randomly and therefore must be specific enough that their meaning can be discerned. Please see attached rubric for grading.

Annotation Rubric

	Outstanding (10)	Excellent (8)	Good (6)	Fair (4)
Number & frequency of annotations	Number of annotations is appropriate to text; annotations cover every aspect of the work; text was actively read	Number of annotations is appropriate to text; most aspects of the work considered; text was actively read	Number of annotations is lacking; a number of annotations appear on each page, but only some aspects of the work considered; some active reading is verified	Few annotations overall; multiple aspects are ignored; difficult to determine active reading
Significance of commentary	Notations and questions are apt, impressive, and intellectually stimulating; annotations will provide numerous discussion points	Notations and questions are appropriate and detailed; annotations will assist in furthering discussion and/or provide a new perspective	Notations and questions are standard and/or lack detail; annotations will add to basic discussion	Notations and questions are lacking in substance and academic quality; minimal room for discussion
Literary Devices: character, setting, figurative language (word choice, imagery, symbolism, simile, metaphor, allusion, personification)	All important literary aspects are identified; detailed commentary is provided	Many literary aspects are identified; commentary is provided	Some literary aspects are identified; focus is too much on only a few literary aspects; commentary is scarce and/or inaccurate	Few literary aspects are identified and/or identified incorrectly; commentary is missing and/or inaccurate
Writing Strategies: structure & narration	Thorough consideration of the author's structure, narration, and choice of words and details	Some consideration for the author's structure, narration, and choice of words and details	Structure, narration, and word and detail choices are addressed, but randomly and inconsistently	Commentary on structure, narration, and word and detail choices is scant and lacking

Sketchnotes

Guidelines:
- The smallest size of your Sketchnotes is 11x17. A large poster board is as big as you can go (not a trifold board)
- Fill the entire page
- Written work must be neat & legible
- Use color and demonstrate creativity for images/illustrations

What are sketchnotes?

Sketchnoting combines traditional handwritten notes with drawings, symbols, and other creative elements. The result is an engaging map of ideas with clear visual cues.

Why use sketchnotes?

With sketchnotes, you can:
- Use visual cues to boost memory retention.
- Keep your brain active and engaged with variety and stimulation.
- Develop ideas more comprehensively by creating connections between points.
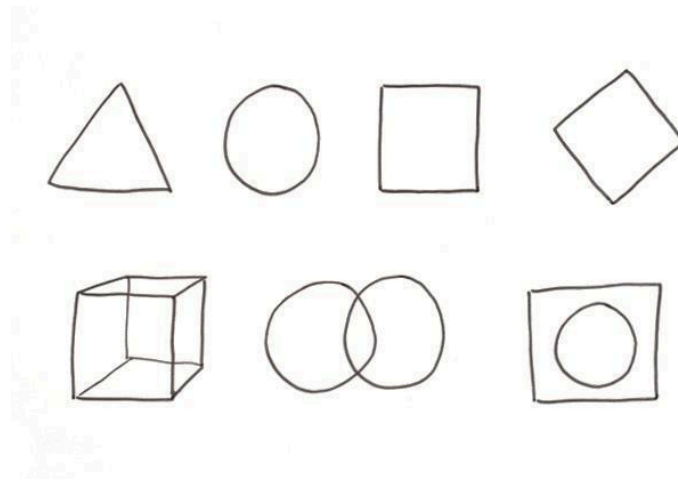- Make your notes more compact and easier to review at a glance.

What are the rules of sketchnoting?

None really. Use your imagination and creativity.

What elements can be included in sketchnotes?
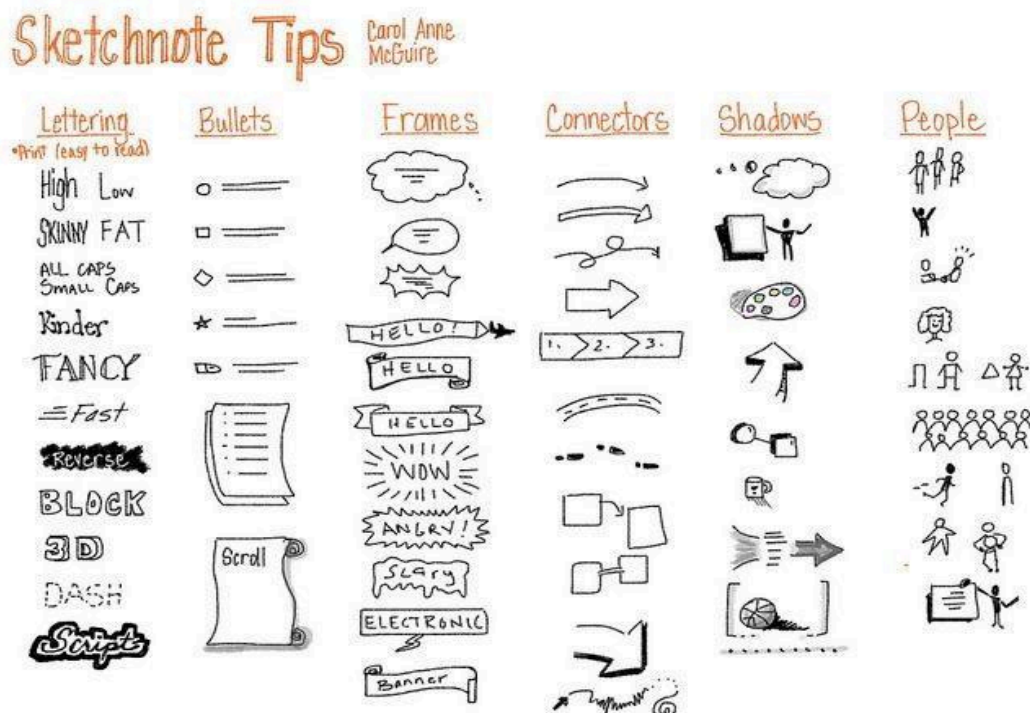
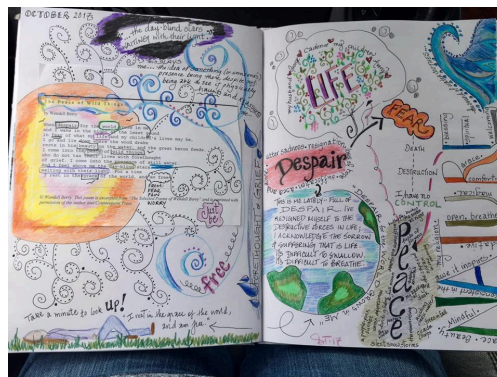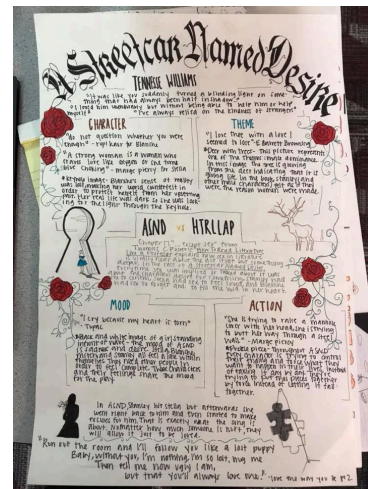**Basic Shapes**

Icons & Symbols

You can also use **COLOR** to emphasize or organize ideas. For example, notes concerning theme are written in **red**, tone ideas are written in **blue**, & vocabulary is written in **purple**.

Remember:
Sketchnoting is not about artistic ability! It's about adding emphasis to your notes.

Sample Sketchnotes

Googling "sketchnotes" will also provide a number of examples as well as suggestions.

Sketchnotes Rubric

	Exemplary (15)	Mastery (12)	Approaching (9)	Insufficient (6)
Big Ideas	Clearly identifies main ideas with a high level of understanding; meaning of the work as a whole evident and insightful	Clearly identifies main ideas; meaning of the work as a whole evident	Somewhat identifies main ideas; meaning of the work as a whole mentioned, but not connected or supported	Main ideas difficult to identify; meaning of the work as a whole incorrect, only briefly mentioned, or not connected to information presented
Details & Evidence	Exceptional supporting evidence and details presented in a way that profoundly develops topic	Strong supporting evidence and details	Little supporting evidence and details	Limited supporting evidence and details
Visual Connections	Outstanding attention to visuals used to convey central ideas and supporting evidence	Strong attention to visuals used to convey central ideas and supporting evidence	Little attention to visuals used to convey central ideas and supporting evidence	Little or limited attention to visuals used to convey central ideas and supporting evidence
Structure (titles, dividers, arrows, containers, patterns)	Exceptionally well structured, clearly communicating an understanding of the complexity and connection of ideas	Well structured to communicate an understanding of complex ideas and connection between ideas	Little attention to structure and understanding of ideas is unclear; no understanding of complexity or connectedness of ideas	Limited or nonexistent attention to structure; understanding of complex ideas is lost or confused; ideas not connected