

Summer 2022 reading assignment

AICE Language

AP Literature and Composition

Obtain a copy of Arthur Miller's "All My Sons" at

https://www.amazon.com/All-My-Sons-Penguin-Plays/dp/0143115812/ref=sr_1_2?dchild=1&keywords=all+m+y+sons&qid=1614200364&sr=8-2

Your annotations, Google Doc or Slides presentation will be graded with the MYP rubric (below).

Part 1:

As you read, annotate the play. Include:

- questions
- connections you might make to certain aspects of life
- what you notice about characters and how they develop
- symbols
- language (formal? conversational? everyday?),
- monologues (long speeches by a single character)
- soliloquies (long speeches by a character alone on stage)
- character conflicts
- stage directions and what they convey/signify
- notable props and scenery/setting

Part 2:

Answer the following questions either on a Google Doc or a Slides presentation and submit on the FIRST DAY OF CLASS.

1. Choose two characters from the play and explain how they solved the conflict they were faced with. Compare and contrast.
2. Once Ann reveals the contents of Larry's letter, the whole tone of the play changes. Explain why the letter was such an important development and how it changed everything.
3. Outline how Keller, Kate and Chris change as the play progresses.
4. In 1944, Arthur Miller wrote in his book *Situation Normal*: "civilian life in America is private, it is always striving for exclusiveness. Our lifelong boast is that we got ahead of the next guy, excluded him." Explain how this quote adds to your understanding of the play.
5. What does Joe mean when he says, "Sure, he was my son. But I think to him they were all my sons. And I guess they were, I guess they were."
6. What is Miller criticizing about the American Dream? What clues do you have throughout the play? Is Joe a victim of it?
7. How does Miller present Joe Keller as a tragic hero, and in what ways does he defy that label? Is he a tragic hero? Is he evil? Typically, tragic heroes harbor a "fatal flaw" that ultimately destroys any hope of redemption. What, do you think, is Joe's fatal flaw? Requires you to define what a tragic hero is.

MYP Language A Rubric

	7-8	5-6	3-4	1-2	0
<p>Criterion A: Analyzing</p> <p>Analyze content, lang., structure, opinions; evaluate texts</p>	<p>i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts</p> <p>ii. perceptively analyses the effects of the creator's choices on an audience</p> <p>iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology</p> <p>iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.</p>	<p>i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts</p> <p>ii. competently analyses the effects of the creator's choices on an audience</p> <p>iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology</p> <p>iv. evaluates similarities and differences by making substantial connections in features across and within genres and texts.</p>	<p>i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. provides adequate analysis of the effects of the creator's choices on an audience</p> <p>iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology</p> <p>iv. evaluates some similarities and differences by making adequate connections in features across & within genres/texts.</p>	<p>i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. provides limited analysis of the effects of the creator's choices on an audience</p> <p>iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology</p> <p>iv. evaluates few similarities and differences by making minimal connections in features across and within genres and texts.</p>	<p>The student does not reach a standard described by any of the descriptors below.</p>
<p>Criterion B: Organizing</p> <p>Organize text, opinions, use references</p>	<p>i. makes sophisticated use of organizational structures that serve the context and intention effectively</p> <p>ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way</p> <p>iii. makes excellent use of referencing and formatting tools to create an effective presentation style.</p>	<p>i. makes competent use of organizational structures that serve the context and intention</p> <p>ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other</p> <p>iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	<p>i. makes adequate use of organizational structures that serve the context and intention</p> <p>ii. organizes opinions and ideas with some degree of coherence and logic</p> <p>iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	<p>i. makes minimal use of organizational structures though these may not always serve the context and intention</p> <p>ii. organizes opinions and ideas with a minimal degree of coherence and logic</p> <p>iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.</p>	<p>The student does not reach a standard described by any of the descriptors below.</p>
<p>Criterion C: Producing text</p> <p>Write text with insight and relevant details</p>	<p>i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas</p> <p>ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>iii. selects extensive relevant details and examples to develop ideas with precision.</p>	<p>i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas</p> <p>ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>iii. selects sufficient relevant details and examples to develop ideas.</p>	<p>i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas</p> <p>ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience</p> <p>iii. selects some relevant details and examples to develop ideas.</p>	<p>i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas</p> <p>ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience</p> <p>iii. selects few relevant details and examples to develop ideas.</p>	<p>The student does not reach a standard described by any of the descriptors below.</p>
<p>Criterion D: Using language</p> <p>Use grammar, vocabulary, syntax, etc</p>	<p>i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. writes and speaks in a consistently appropriate register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective</p> <p>iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective</p> <p>v. makes effective use of appropriate non-verbal communication techniques.</p>	<p>i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently</p> <p>ii. writes and speaks competently in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>v. makes sufficient use of appropriate non-verbal communication techniques.</p>	<p>i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. sometimes writes and speaks in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication</p> <p>iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication</p> <p>v. makes some use of appropriate non-verbal communication techniques.</p>	<p>i. uses a limited range of appropriate vocabulary and forms of expression</p> <p>ii. writes and speaks in an inappropriate register and style that do not serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication</p> <p>iv. spells/writes and pronounces with limited accuracy; errors often hinder communication</p> <p>v. makes limited and/or inappropriate use of non-verbal communication techniques.</p>	<p>The student does not reach a standard described by any of the descriptors below.</p>