

Summer SketchNotes and Essay Assignment Sheet: *The Things They Carried*

To prepare for the your AP course, you will:

- (1) Compose a 5-paragraph literary analysis of *The Things They Carried*. The prompt is below.
- (2) Complete a one-pager visual note taking sheet on *The Things They Carried*. These items will be assessed NOT on their artistic merit, but on how well they demonstrate complex understanding of the text.

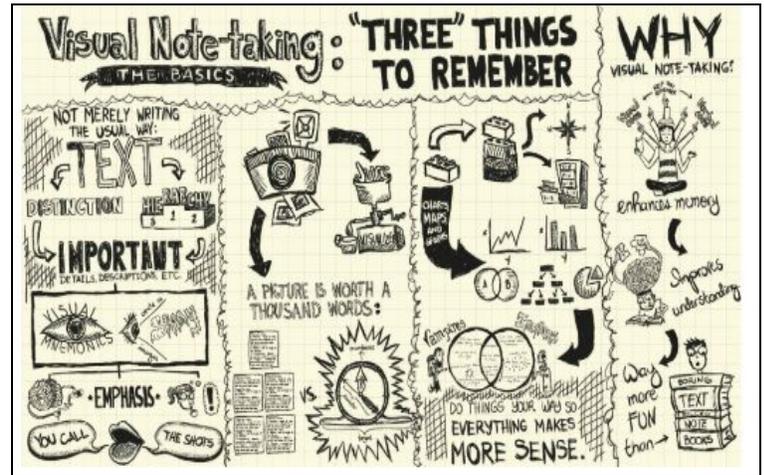
Both the SketchNotes and the Essay are Due First Day of School

ESSAY:

Essay Prompt: Morally ambiguous characters -- characters whose behavior discourages readers from identifying them as purely evil or purely good -- are at the heart of many works of literature. Choose a morally ambiguous character in *The Things They Carried* who plays a pivotal role. Then write an essay in which you explain how the character can be viewed as morally ambiguous and why his or her moral ambiguity is significant to the work as a whole. Avoid mere plot summary.

SKETCHNOTES:

- For your SketchNotes, you may use a sheet of paper no larger than 11" x 14"
- You must use color: no black and white
- You will not be allowed to use digital media for this one: pen/ markers/ colored pencils and paper only, please.
- SAY NO TO STICK FIGURES. See below for a blog post on how to replace them.
- You should have **50** identifiable pieces of information about the text, AT LEAST TWO from each category:



Category	Description/ Examples	Limit of Items
Contextual Information	author bio, cultural and societal information, publication information, etc.	No more than 5
Quotes from the Text	think memorable for the exam (short phrases, not full sentences)	No more than 7
Important Scenes	not just plot points, important scenes to include in an FRQ3	No more than 5 (at least one from the beginning, middle, and end)
Literary Information	character functions (foils, protagonists, antagonists, etc), structure, Freytag diagram, symbols, tone and diction, etc.	Unlimited
Thematic Implications	Think larger implication statements about big topics: Love, Death, Time, etc.	No more than 3

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?

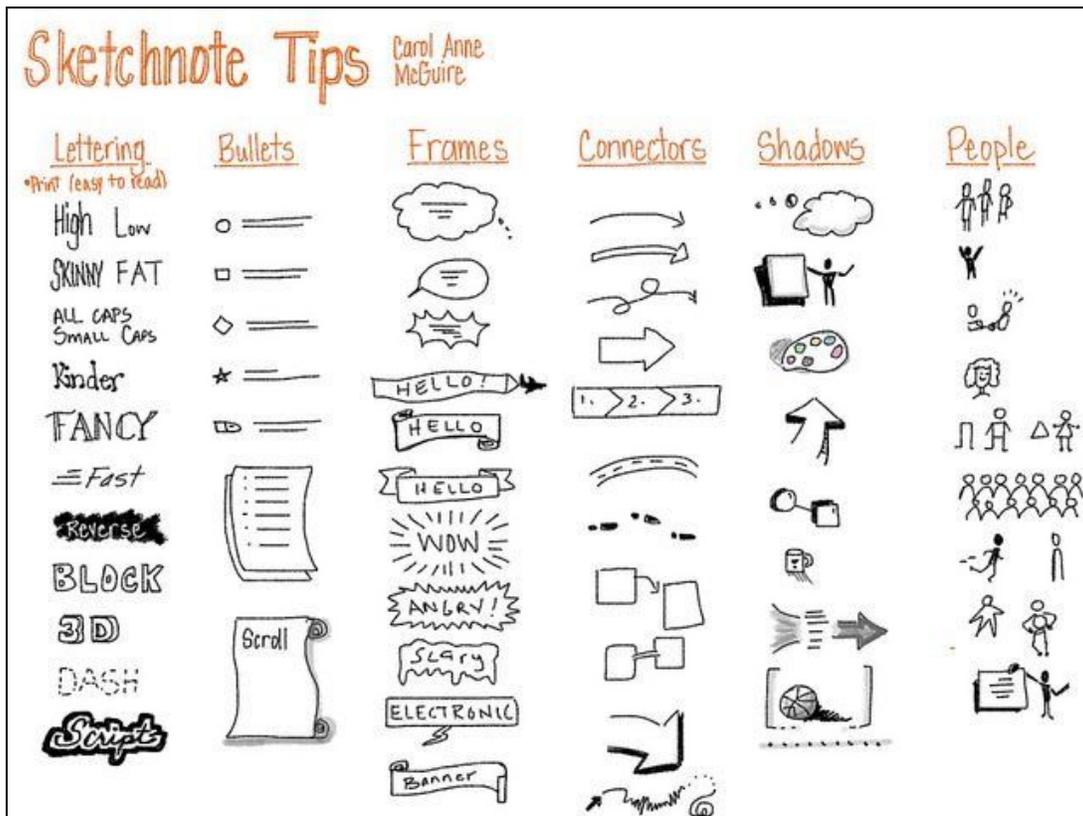
With sketchnotes, you can:

- 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.

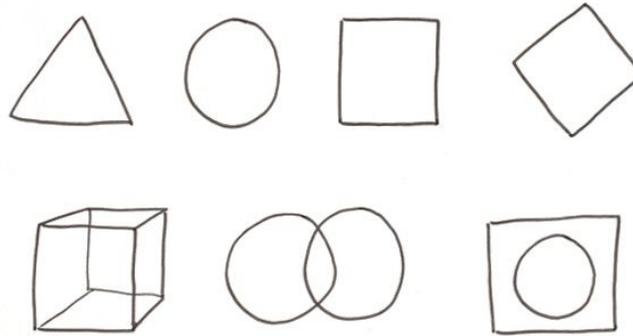
What are the rules of sketchnoting?

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 notetaking.

[CLICK HERE TO LINK TO A BLOG POST ABOUT SKETCHNOTE BASICS](#)

[CLICK HERE TO SEE HOW TO REPLACE YOUR STICK FIGURES](#)

SketchNotes Rubric

	Exemplary	Mastery	Satisfactory	Approaching	Insufficient/ Incomplete
DETAIL & EVIDENCE	5 Exceptional supporting evidence and details in a way that profoundly develops topic	4 Strong supporting evidence and details	3 Clear supporting evidence and details	2 Little supporting evidence and details	1 INC Limited supporting evidence and details
BIG IDEAS	5 Clearly identifies main ideas with a high level of sophistication	4 identifies main ideas with understanding of nuance	3 Clearly identifies main ideas	2 Somewhat identifies main ideas	1 INC Difficulty identifying main ideas
VISUAL CONNECTIONS Makes Connections between ideas and events using VISUALS	5 Outstanding attention to visuals to convey central ideas and supporting evidence	4 Strong attention to visuals to convey central ideas and supporting evidence	3 Clear attention to visuals to convey central ideas and supporting evidence	2 Little attention to visuals to convey central ideas and supporting evidence	1 INC/ w Little or very limited attention to visuals to convey central ideas and supporting evidence
STRUCTURE -titles -dividers -arrows -containers -patterns -colors	5 Exceptionally well structured, clearly communicating an understanding of ideas	4 Well structured to communicate a complex understanding of ideas	3 Structured to communicate a clear understanding of ideas	2 Little attention to structure and understanding of ideas is unclear	1 INC Limited or nonexistent attention to structure and understanding of ideas is lost or confused
Banding	5 18-20	4 15-17	3 12-14	2 9-11	1 1-8

AP English: Literature and Composition Rubric (for scoring the essay)

Based off of the 2008 AP Scoring Guide, and many others.

8-9 These essays offer a **well-focused and persuasive analysis of the topic**.

- Using apt and specific textual support, these essays fully explore the question and demonstrate what it **contributes to the meaning of the work** as a whole.
- Although not without flaws, these essays make a strong case for an individual interpretation and discuss the literary work with **significant insight and understanding**.
- Frequent and precise use of text in integrated quotations (8-10+)
- 9 essays have sophisticated analysis and highly effective control of language that is *nearly* error free, with varied sentence structure, powerful and well-chosen diction.
- **Conclusion** is an epiphany, understanding of something never before considered.
- 8 less than a 9, style and analysis less developed; some minor problems. Analysis and conclusions are academically solid but not brilliant.

6-7 These essays offer a **reasonable analysis of the topic** and is an above-average paper that is less developed and analytical.

- They explore the question and demonstrate what it **contributes to the meaning of the work** as a whole. The “why” of the question is partially considered.
- These essays show **insight and understanding**, but the analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of those in the 9–8 range.
- Textual support is sufficient and **focused**, well-integrated (5-7).
- 7 essays have sound organization, with better-developed analysis and minimal, insignificant mechanical errors that do not detract from meaning. Effective conclusion.
- 6 essays have a focused thesis with complete argument, development, and use of support to develop analysis. Safe conclusion, but clear reflection of a thematic thought.

5 These essays respond to the assigned task with a **plausible** reading and thesis, but they tend to be superficial in argument or underdeveloped in analysis.

- They often rely on **plot summary** that contains **some analysis**, implicit or explicit, but may be vague, mechanical, or overly generalized. The question is answered sufficiently.
- Although the essays attempt to discuss the topic and how it contributes to the work as a whole, they may demonstrate a **simplistic understanding** of the work. More than plot or literal meaning is considered.
- **Sufficient** support (4) from the text, but may be obvious or not fully developed. Some analysis of different levels of meaning
- A complete essay; writing is sufficient to convey argument, but may be **limited** with simple sentences, average, ordinary word choice; diction may be repetitious or imprecise.
- **May lack effective organization** (PEAL paragraph structure) or may be marred by surface error, some confusion possible. Safe conclusion.

3-4 Below-average essay with **less-than-complete understanding**, with some organization but is **weak** in content, maturity of thought, language, or structure.

- They reflect an oversimplified or **incomplete understanding of the text** or fail to respond adequately to the question.
- They may not address or develop a response to how that **relationship contributes to the work as a whole**, or they may **rely on plot summary alone**. Analysis of technique will be meager and unconvincing.
- Their assertions may be **unsupported** or even irrelevant.
- Often wordy, elliptical, or repetitious, these essays may **lack control** over writing such as diction, organization, syntax, or grammar. Little use of transitions.
- Essays scored a 3 may contain **significant misreading** and demonstrate inept writing, is incomplete, irrelevant, or insufficient, perhaps a non-academic tone.

1-2 There is **some attempt to respond to the prompt**, but essays have serious weaknesses in argument, organization, or writing.

- Often, they are unacceptably brief or are incoherent in presenting their ideas.
- They may be poorly written on several counts and contain distracting errors in grammar and mechanics.
- The ideas are presented with little clarity, organization, or supporting evidence.
- Particularly inept, vacuous, and/or incoherent essays must be scored a 1.

0 These essays do no more than make a reference to the task.

— These essays either are left blank or are completely off topic.

