Name:

AP English Language and Composition

Spring Break Assignment 2020

Hello AP Lang,

I hope you are staying healthy during our early break. I am gearing up for a lot of time with Baby Jack (pictured at the bottom ☺)

Over our early break please complete two parts to this assignment:

I. Multiple Choice Practice
II. Essay Practice

There are separate directions for each part of this assignment on Page 2. Please read through this carefully and reach out with any questions. I have included a table for how long each part of the assignments should take you:

Part I: Multiple Choice	
Assignment	**Time to complete**
Passage 1 (you choose which passage) MC (pg 2-5)	15 minutes max (time yourself)
Passage 2 (you choose which passage) MC (pg 6-9)	15 minutes max (time yourself)
Above and Beyond: Passage MC (pg 10-11)	15 minutes max (time yourself)

Part II: Essay Practice	
Assignment	**Time to complete**
Essay 1: Synthesis Essay (pg 12-18)	40-55 minutes
Essay 2: Argument (pg 19)	40 minutes
Essay 3: Rhetorical Analysis Essay (pg 20)	40 minutes

Big Takeaways:

1. Read, baby, read- it is good for you and makes you smarter
2. Stay healthy and make good choices- senior year is right around the corner
3. Reach out if you need help, have questions or want to check in
   Contact info: jjolly@hendersoncollegiate.org 252-425-9291

Look at Jack reading ☺

Much love, miss you all!

JJ

PART I: *Multiple Choice Practice*

Directions: There are 3 passages with multiple choice questions for practice. You only need to complete **2** of them. You should actually time yourself while you are working and make meaningful and quick annotations like you would on the actual exam (15 minutes/ passage and questions.) The goal is for you to produce your best work in the allotted time.

Your multiple choice practice needs to be submitted on the day we return from our break.

PART II: *Essay Practice*

Directions: 3 Essays are attached to this packet. You need to complete **all 3** of them. For each essay only give yourself 40 minutes (for the synthesis essay you can take up to 55 minutes) to complete them like an IA exam or the actual AP exam. The goal is for you to produce your best work in the allotted time. Set yourself up for success. When you decide to do this make sure you are in a quiet place with no distractions so that 1) It is your best work, 2) Your grade reflects your effort, and 3) You are getting meaningful data for yourself.

These essays need to be handwritten, NOT typed, and submitted on lined paper on the day we return from our break. (They can't be typed because you will not type on the actual exam.) Lined paper is included at the back of this packet. You may use it or your own lined paper.

If you would like your essay scored before we return, please text me a photo of your essay.

Why this work matters: **Laura Diaz** was an honor roll student in AP Language last year. Like most students, she struggled with the multiple choice section on her IAs. HOWEVER, Laura was consistent with her practice and always put in her best work. Whenever homework was assigned she completed it at a high quality and regularly asked questions. As a result, Laura passed her AP Language exam last year and is on track to do the same for her AP Literature exam. It is also no surprise that Laura has been accepted to UNC at Chapel Hill. Laura's story highlights that **your efforts determine your grade in this class. Your work ethic determines how meaningful and helpful this assignment is to you. Your actions now will set you up for your exam and senior year. Be like Laura and make it happen!**

Multiple Choice Practice 1 (**Remember**: 2 completed practices are required. Annotations must include marginal notes and a OSS)

Questions 24–33 are based on the following passage.

Passage 3

Exile is strangely compelling to think about but terrible to experience. It is the unhealable rift forced between a human being and a native place, between the self and its true home: its essential sadness can never be surmounted. And while it is true that literature and history contain heroic, romantic, glorious, even triumphant episodes in an exile's life, these are no more than efforts meant to overcome the crippling sorrow of estrangement. The achievements of exile are permanently undermined by the loss of something left behind for ever.

Exiles look at non-exiles with resentment. *They* belong in their surroundings, you feel, whereas an exile is always out of place. What is it like to be born in a place, to stay and live there, to know that you are of it, more or less for ever?

* * *

Although it is true that anyone prevented from returning home is an exile, some distinctions can be made between exiles, refugees, expatriates, and émigrés. Exile originated in the age-old practice of banishment. Once banished, the exile lives an anomalous and miserable life, with the stigma of being an outsider. Refugees, on the other hand, are a creation of the twentieth-century state. The word "refugee" has become a political one, suggesting large herds of innocent and bewildered people requiring urgent international assistance, whereas "exile" carries with it, I think, a touch of solitude and spirituality.

Expatriates voluntarily live in an alien country, usually for personal or social reasons. Hemingway and Fitzgerald were not forced to live in France. Expatriates may share in the solitude and estrangement of exile, but they do not suffer under its rigid proscriptions. Émigrés enjoy an ambiguous status. Technically, an émigré is anyone who emigrates to a new country. Choice in the matter is certainly a possibility. Colonial officials, missionaries, technical experts, mercenaries and military advisers on loan may in a sense live in exile, but they have not been banished. White settlers in Africa, parts of Asia and Australia may once have been exiles, but as pioneers and nation-builders the label "exile" dropped away from them.

Much of the exile's life is taken up with compensating for disorienting loss by creating a new world to rule. It is not surprising that so many exiles seem to be novelists, chess players, political activists, and intellectuals. Each of these occupations requires a minimal investment in objects and places a great premium on mobility and skill. The exile's new world, logically enough, is unnatural and its unreality resembles fiction. George Lukács, in *Theory of the Novel*, argued with compelling force that the novel, a literary form created out of the unreality of ambition and fantasy, is *the* form of "transcendental homelessness." Classical epics, Lukács wrote, emanate from settled cultures in which values are clear, identities stable, life unchanging. The European novel is grounded in precisely the opposite experience, that of a changing society in which an itinerant and disinherited middle-class hero or heroine seeks to construct a new world that somewhat resembles an old one left behind for ever. In the epic there is no *other* world, only the finality of *this* one. Odysseus returns to Ithaca after years of wandering; Achilles will die because he cannot escape his fate. The novel, however, exists because other worlds *may* exist, alternatives for bourgeois speculators, wanderers, exiles.

No matter how well they may do, exiles are always eccentrics who *feel* their difference (even as they frequently exploit it) as a kind of orphanhood. Anyone who is really homeless regards the habit of seeing estrangement in everything modern as an affectation, a display of modish attitudes. Clutching difference like a weapon to be used with stiffened will, the exile jealously insists on his or her right to refuse to belong.

This usually translates into an intransigence that is not easily ignored. Wilfulness, exaggeration, overstatement: these are characteristic styles of being an exile, methods for compelling the world to accept your vision—which you make more unacceptable because you are in fact unwilling to have it accepted. It is yours, after all. Composure and serenity are the last things associated with the work of exiles. Artists in exile are decidedly unpleasant, and their stubbornness insinuates itself into even their exalted works. Dante's vision in *The Divine Comedy* is tremendously powerful in its universality and detail, but even the beatific peace achieved in the *Paradiso* bears traces of the vindictiveness and severity of judgement embodied in the *Inferno*. Who but an exile like Dante, banished from Florence, would use eternity as a place for settling old scores? (1984)

24. The passage as a whole can best be characterized as
(A) a tribute to exiles.
(B) an analysis of the problems faced by exiles.
(C) an objective report on exiles.
(D) a literary appreciation of exiles.
(E) a sociological study of exiles.

25. The second sentence of the passage, "It is the unhealable . . ." (lines 2–4) functions in all of the following ways EXCEPT
(A) defining the word "exile."
(B) introducing the author's attitude toward exile.
(C) highlighting the horrors of exile.
(D) limiting the subject matter of the passage.
(E) developing the emotional tone of the passage.

26. The attitude of the author toward exiles is primarily one of
(A) sympathy.
(B) superiority.
(C) pity.
(D) scorn.
(E) indifference.

27. Which of the following does the author use as an illustration of an exile who suffers "resentment" (line 10)?
(A) Hemingway (line 25)
(B) A missionary sent to a far-off land (lines 30–31)
(C) A hero of a European novel
(D) Achilles
(E) Dante

28. The primary rhetorical function of the last sentence in paragraph 2 ("What is it like . . . more or less forever?") is to
(A) provide evidence to support an idea proposed earlier in the paragraph.
(B) raise the question that the author intends to answer in the next paragraph.
(C) provide support for ideas presented in paragraph 1.
(D) define and clarify ideas presented in paragraphs 1 and 2.
(E) present a rhetorical question that cannot be answered.

29. The author mentions settlers in Africa, Asia, and Australia (lines 32–33) chiefly as examples of
(A) voluntary exiles.
(B) colonists.
(C) pioneers.
(D) refugees.
(E) military adventurers.

30. The sentence structure of the last sentence of paragraph 4 (lines 32–34) is most similar to the sentence structure of
(A) the second sentence of paragraph 1 (lines 2–4).
(B) the first sentence of paragraph 3 (lines 14–16).
(C) the last sentence of paragraph 3 (lines 19–23).
(D) the seventh sentence of paragraph 4 (lines 30–32).
(E) the last sentence of paragraph 6 (lines 59–61).

31. Which of the following best describes the initial sentence of paragraph 6 (lines 55–57)?
(A) An analysis of the classical heroes discussed in paragraph 5
(B) A conclusion drawn from ideas stated in paragraphs 3, 4, and 5
(C) A turning point that sends the passage in a new direction
(D) A restatement of ideas in paragraphs 1 and 2
(E) An idea that further develops the author's portrait of exiles

32. The author's reference to classical epics (lines 44–54) serves primarily to
(A) show that the phenomenon of exile has existed for a long time.
(B) review the history of exile.
(C) contrast epic tales with European novels.
(D) describe a major theme of classical literature.
(E) emphasize the courage of classical heroes.

33. Toward the end of the passage (lines 55–75), the author emphasizes which quality of exiles?
(A) Patience
(B) Tranquility
(C) Obstinacy
(D) Dedication
(E) Self-indulgence

Multiple Choice Practice 2 (**Remember**: 2 completed practices are required. Annotations must include marginal notes and a OSS)

1-16

Questions ~~16-31~~. Read the following passage carefully before you choose your answers.

(This passage is taken from a recent book about the reading and writing habits of American women in the nineteenth century.)

Literary activities not only permeated daily life; they did so in ways that were at once participatory and collaborative.[1] From early ages, middle-class boys and girls were expected to produce written work. In addition to school essays, there were poems written to order for family celebrations as well as word games, like writing nonsense verses in alternate lines, all of which required verbal facility. These circumstances were of singular importance for women.

By the late nineteenth century, diary and letter writing had become predominantly female arts. If women did not monopolize them, they were thought to have special talents or responsibilities for their performance. Once a common spiritual exercise for both sexes, diary keeping had evolved into something of a calling for female adolescents of the comfortable classes. Often presented by parents as gifts to girls in their early teens, diaries were sanctioned as a technique for promoting discipline and character, a practice that might aid in the transition from sometimes ornery adolescence to more pliant womanhood. In their pages, girls recorded, sometimes painfully, their struggles to "be good," to settle gnawing religious doubts, to subdue their pride or resentment at parental authority. Whatever the intent of adults, by fostering exploration of inner lives, diaries often promoted self-reflection of an individualistic sort in ways that allowed for a more assertive female subjectivity. In their (presumably) secret pages, girls could express anger and try out a variety of identities, some of them at least mildly subversive. Perhaps critics were right to consider diaries sufficiently dangerous to warn against them, as some did in the 1870s.[2]

Diaries assumed their greatest importance during adolescence, but women of all ages were often prodigious letter writers. As those charged with the emotional well-being of extended as well as nuclear families, women kept in touch with absent members and distant relatives. The pattern began in youth: boys might be expected to write letters, but their lapses were more readily tolerated than those of their sisters. In a mobile society that detached people from their points of origin, women's letters often constituted the primary means of communication between family members. As the principal letter writers, women not only demonstrated their vaunted verbal facility but gained authority in negotiating family matters.[3]

Diary keeping and letter writing originated in gendered obligations. But they were often so much more. In addition to any personal satisfaction they brought, these genres enhanced powers of observation and self-reflection. Self-conscious about their letters, which they knew would be read aloud or passed around among family members, young women labored over their literary productions. Observant correspondents like Alice Hamilton became vivid storytellers who set their scenes with care, created characters out of themselves and the people they met, and adjusted their narratives to fit their intended audience.[4] Earlier in the century, in just this manner, letter writing proved to be an important training ground for Harriet Beecher Stowe, who incorporated techniques she had perfected in her correspondence into her domestic fiction.[5] In creating themselves in and through their diaries and letters (that is, both for themselves and for others), women often drew on models available to them from literature. In this way reading and writing converged.

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[1] For an admirably thorough and wide-ranging study of literary practices in everyday life that draws on a vast array of archival sources for an earlier period, see Ronald J. Zboray and Mary Saracino Zboray, *Everyday Ideas: Socioliterary Experience among Antebellum New Englanders* (Knoxville: University of Tennessee Press, 2006).

[2] On diaries, see Jane H. Hunter, "Inscribing the Self in the Heart of the Family: Diaries and Girlhood in Late-Victorian America," *American Quarterly* 44 (March 1992): 51-81. Diaries are usually considered Protestant undertakings, but Melissa R. Klapper has uncovered numerous diaries kept by middle-class Jewish girls during the period; *Jewish Girls Coming of Age in America, 1860–1920* (New York: New York University Press, 2005). For a later period, see Joan Jacobs Brumberg, "The 'Me' of Me: Voices of Jewish Girls in Adolescent Diaries of the 1920s and 1950s," in *Talking Back: Images of Jewish Women in American Popular Culture*, ed. Joyce Antler (Hanover, N.H.: Brandeis University Press, 1998), 53-67.

[3] In a study that highlights women's letter writing in maintaining family ties, Marilyn Ferris Motz observes that letters were widely viewed as "a characteristically feminine occupation." Not only did magazines promote the view that "a good letter . . . is eminently woman's forte and function," but men's reluctance to write them seems to have been accepted by the women in her sample; *True Sisterhood: Michigan Women and Their Kin, 1820–1920* (Albany: State University of New York Press, 1983), 5-6, 8-9, 52-81, quotations on 53, 62. For a stimulating analysis of women's emotional work in the late twentieth century, see Micaela di Leonardo, "The Female World of Cards and Holidays: Women, Family, and the Work of Kinship," *Signs* 12 (Spring 1987): 440-53.

[4] See Barbara Sicherman, *Alice Hamilton: A Life in Letters* (Cambridge, Mass.: Harvard University Press, 1984), esp. 211-17.

[5] Joan D. Hedrick, in "Parlor Literature: Harriet Beecher Stowe and the Question of 'Great Women Artists,'" *Signs* 17 (Winter 1992): 275-303, elaborates on a tradition of domestically based literary production she calls "parlor literature." Her focus is on the antebellum period, but the tradition continued into the Gilded Age, even as the conditions of authorship and publishing were becoming more professionalized.

16. The author uses the "not only" construction in line 1 to

(A) minimize the importance of everyday literary activities
(B) convey a heightened degree of involvement in shared literary activities during a period
(C) recommend ways of giving literary activities a broader cultural significance
(D) suggest that literary activities were best reserved for group settings
(E) argue that literary activities should reflect common values rather than personal ones

17. Which statement best describes the main idea of the first paragraph (lines 1-10) ?

(A) Literary demands on children increased as they grew older.
(B) Children's educational opportunities differed based on social class.
(C) Writing tasks featured prominently in children's lives.
(D) Creative writing was performed at home rather than at school.
(E) Women rather than men studied literature throughout their lives.

18. Lines 12-15 ("If women . . . performance") state that women were

(A) viewed as oddities if they did not write more entertaining letters than men did
(B) judged critically if they did not write as much correspondence as they received
(C) entrusted with more household obligations if they excelled in practical forms of writing
(D) regarded as responsible for the most important correspondence despite being less likely to write
(E) considered to have a particular facility for writing letters and diary entries

19. In lines 26-35 ("Whatever . . . 1870s"), the author suggests that

(A) diaries helped girls experiment privately with different personas
(B) girls were punished for voicing rebellious thoughts in their diaries
(C) girls exchanged diaries to communicate with each other confidentially
(D) girls became socially ambitious as a result of diary keeping
(E) diary keeping declined once critics spoke out against the practice

20. What is the effect of putting the word "presumably" (line 30) in parentheses?

(A) To indicate that a possibility is not worth considering
(B) To acknowledge the strength of an opposing viewpoint
(C) To raise doubts about whether an assumption is warranted
(D) To underscore a compelling rationale for an argument
(E) To draw attention to additional evidence

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6 21. Which of the following best describes the rhetorical function of the last sentence of the second paragraph ("Perhaps . . . 1870s") ?

(A) It rejects the authority of "critics" (line 33) while noting that they were relatively progressive compared to their contemporaries.
(B) It endorses the views of "critics" (line 33) while conceding that contemporary readers may no longer find such views tenable.
(C) It ironically acknowledges the perceptiveness of "critics" (line 33) while implicitly criticizing their efforts to regulate female conduct.
(D) It disputes the assumption that contemporary critics possess a more accurate understanding of the effects of diary keeping than nineteenth-century "critics" (line 33).
(E) It suggests that nineteenth-century "critics" (line 33) were more liberal in their views of girls' education than is often assumed.

7 22. Note 2 primarily promotes the exploration of which topic?

(A) The reasons why women privileged diary keeping over letter writing
(B) The diary entry's influence on a specific literary genre
(C) The influence of diary keeping on successive generations
(D) The prevalence of diary keeping in particular groups
(E) Religious arguments raised by critics of diary keeping

8 23. In line 41, the "pattern" refers to the

(A) disapproval voiced toward individuals who failed to correspond regularly
(B) responsibility women had for maintaining family connections
(C) expectation for men to travel and for women to stay at home
(D) tendency for family members to move increasingly farther apart
(E) admiration that men felt for women's skillful letter writing

9 24. The third paragraph (lines 36-49) asserts that letter writing was significant because it

(A) provided women with a means of exercising power as individuals
(B) caused women to feel resentment for the roles they were forced to assume
(C) kept women from exploring other challenges outside the home
(D) presented women with the opportunity to become professional writers
(E) gave women a vehicle for building close personal relationships

10 25. In note 3, the author states that Motz's work

(A) studies a broad segment of the population in the nineteenth-century United States
(B) presents historical evidence that women were more closely identified with letter writing than were men
(C) analyzes the style and structure of women's letters that were written on a variety of domestic topics
(D) provides an intellectual basis for di Leonardo's review of women's writing in the home
(E) shows how magazines influenced the writing techniques of nineteenth-century women

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26. In note 3, the bibliographical information provided for di Leonardo's work indicates that it is

(A) a lecture transcript
(B) a full-length book
(C) a volume in a series
(D) an essay in an anthology
(E) an article in a periodical

27. The author uses the word "obligations" in line 51 to expand on the meaning of

(A) "charged" (line 38)
(B) "tolerated" (line 43)
(C) "detached (line 44)
(D) "constituted" (line 45)
(E) "demonstrated" (line 48)

28. In the last paragraph (lines 50-70), the author mentions Alice Hamilton and Harriet Beecher Stowe because they

(A) made it popular to read letters aloud in dramatic performances at home
(B) illustrate how the art of letter writing nurtured literary achievement
(C) wrote letters that proved to have a major impact on questions of national importance
(D) wrote letters that women studied to perfect their own writing style
(E) continue to influence the practice of letter writing today

29. In lines 66-70 ("In creating . . . converged"), the author describes the relationship between

(A) diaries intended for self-contemplation and letters used for broader communication
(B) female writers who sought attention and the audiences they attempted to please
(C) the artistic freedom that female writers enjoyed and the social constraints they had to endure
(D) literature that inspired women and the diaries and letters women produced
(E) writing in seclusion and discussing literature in small circles with other women

30. Which statement best sums up the central argument of the passage?

(A) Genres defined as feminine gave women the chance to assert their influence and express themselves.
(B) Women used seemingly conservative genres to engage in social reform.
(C) Diary and letter writing provided women with a foothold in the publishing world.
(D) Women modified traditional genres in the nineteenth century to express a unique point of view.
(E) Women's correspondence provides insightful commentaries on nineteenth-century culture at large.

31. The author's overall tone is best described as

(A) arch and witty
(B) whimsical and irreverent
(C) assured and informative
(D) strident and polemical
(E) emotional and apologetic

Multiple Choice Practice 3 (**Remember**: 2 completed practices are required. Annotations must include marginal notes and a OSS)

ENGLISH LANGUAGE AND COMPOSITION
SECTION I
Time—1 hour

Directions: This part consists of selections from prose works and questions on their content, form, and style. After reading each passage, choose the best answer to each question and completely fill in the corresponding circle on the answer sheet.

Note: Pay particular attention to the requirement of questions that contain the words NOT, LEAST, or EXCEPT.

Questions 1-11. Read the following passage carefully before you choose your answers.

(This passage is from an essay published in the 1980s by a writer who was born in Trinidad, a former British colony.)

Childish memory recreates one of those Trinidad afternoons of burning heat, glare, heat-waves making watery mirages on the asphalt; I seem to remember how the wind stirred the wild grasses growing along the verges. An aircraft was standing on the runway. 'Look! Look!' Someone—presumably my brother—was waving a handkerchief at us from a port-hole. I seem to recall too the roar of the engines, the aircraft climbing into a blank, blue sky, becoming smaller as it rose higher, shrinking into an ever-diminishing point of metallic glitter . . . disappearing.

I would have been about five years old at the time—the baby of the family. On that day my brother had disappeared into regions unknown to me; and so became, as I have said, cloaked with an unreality I found impenetrable. But this unreality, however abstract, however bloodless, was loaded with implication for me. My brother, by reason of his academic successes, had established a pattern, a set of standards. Willy-nilly, these were transformed into a sort of Absolute—small-island, colonial style: willy-nilly, my character, my actual performance, my 'promise', would be judged against the expectations generated by that Absolute. *He* had won an 'Exhibition' (a type of scholarship) to a good secondary school. Would *I*? *He* had won a Trinidad Government scholarship that had taken him to Oxford. Would *I*? Invariably—how could it be otherwise?—I suffered by comparison. No one ever quite lives up to the demands of an Absolute. You gaze into mirrors—school reports, other faces, overheard opinions—and all you ever see reflected are your own inadequacies; the treasons you are alleged to have inflicted on a self-contained, self-sustaining regime of preconceived and unexamined expectations. I became 'sensitised' at an early age to discourtesy and stupidity. Those without imagination are doomed to these twin vices. Looking back on myself, I see that I was a difficult, moody and enigmatic child. It was a form of self-protection against the tyrannies that sought to imprison me, that offered me neither compassion nor courtesy. And—perhaps—the child has developed into a difficult, moody and enigmatic man. He doesn't like to think he is . . . but he recognizes, glancing into the mirrors that offer themselves, he may be.

Incidents come to mind—some of which still cause me pain. There was that most august relative of mine who (I was probably about ten years old at the time), when I baulked at eating with my hands—I can no longer remember what led up to that petty action of rebellion—remarked: 'Wait until *you* get to Oxford. *You* haven't got in there yet. Remember that.' Now, even at so tender an age, could I possibly forget?

1. The atmosphere conveyed by the first paragraph (lines 1-11) can best be described as

   (A) resigned yet longing
   (B) thoughtful yet dismayed
   (C) ephemeral yet intense
   (D) sentimental yet confused
   (E) chaotic yet disciplined

2. The author uses the phrase "however abstract, however bloodless" in lines 16-17 primarily to emphasize that

   (A) he was too young to understand the significance of attending Oxford
   (B) he had difficulty in distinguishing between reality and unreality
   (C) his brother's departure seemed innocuous but had serious ramifications
   (D) his brother was serenely unaware of things that occurred around him
   (E) his brother's departure made the author feel disconnected from his family

3. The repeated use of the term "willy-nilly" (lines 20-22) primarily

   (A) reveals the ignorance of the author as a child
   (B) conveys the author's sense of haphazard unfairness
   (C) suggests that the older brother's success is attributable to luck
   (D) implies that the rivalry between the author and his brother is normal
   (E) interjects a humorous note into an otherwise somber narrative

4. The "expectations" (line 23) are primarily characterized as

   (A) difficult to attain because of the author's intellectual limitations
   (B) more the products of the outside world than of the island society
   (C) less problematic in reality than in the author's defensive recollections
   (D) daunting because the standards they imply seem impossible to meet
   (E) arbitrarily applied based on judgments made by the author's brother

5. The use of italics in lines 24-28 primarily

   (A) highlights the author's admiration for his brother
   (B) shifts the point of view of the author
   (C) emphasizes the author's feelings of sadness
   (D) stresses the informal nature of the narrative
   (E) dramatizes the comparisons between the brothers

6. Which best describes the function of the statement "It was . . . courtesy" (lines 40-42) ?

   (A) It presents a brief digression.
   (B) It provides a transition to another topic.
   (C) It explains the statement in the previous sentence.
   (D) It reiterates the point of the previous sentence.
   (E) It summarizes the main point of the first paragraph.

7. In context, the use of the word "tyrannies" (line 41) conveys the author's

   (A) sense of being dominated by others
   (B) view that the world is usually cruel
   (C) naïve acceptance of the rules of others
   (D) selfish desire to control others
   (E) childish hurt at being ostracized

8. In the context of the passage, lines 43-46 ("And . . . may be") serve primarily to

   (A) highlight the way in which the author shrinks from introspection
   (B) reveal how the author has changed since childhood
   (C) shift the emphasis from the younger to the older brother
   (D) introduce an entirely new voice and perspective into the narration
   (E) extend the implications of past events into the present

9. Lines 44-46 ("He doesn't . . . may be") are notable mainly because the author

   (A) admits that he was not an easy child to know
   (B) uses ellipsis to express personal confusion and despair over the past
   (C) acknowledges his struggle to accept how his past has affected his identity
   (D) metaphorically explains that we can never see ourselves with mirrorlike clarity
   (E) rationalizes his childish behavior

10. What is the primary function of the final question of the passage (lines 53-54) ?

    (A) To convey the author's sense of lasting bitterness
    (B) To query the value of the sentiments raised earlier in the passage
    (C) To shift the tone of the narrative from anger to acceptance
    (D) To hint that the author no longer harbors concerns about his own achievements
    (E) To challenge the accuracy of the author's memories

11. The author's attitude toward his past is best described as

    (A) nostalgic wistfulness
    (B) reflective resignation
    (C) impulsive vengeance
    (D) calm equanimity
    (E) childish rebelliousness

Essay 1 (**Remember**: ALL essays are required and need to be written on lined paper. Time yourself for **40-55** minutes for Essay 1)
Helpful Hints for Synthesis Essays: Determine the 2 sides, create a T-chart, only give yourself **15** minutes for reading and planning

2010 AP® ENGLISH LANGUAGE AND COMPOSITION
FREE-RESPONSE QUESTIONS (Form B)

ENGLISH LANGUAGE AND COMPOSITION
SECTION II
Total time—2 hours

Question 1

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

Directions: The following prompt is based on the accompanying six sources.

This question requires you to synthesize a variety of sources into a coherent, well-written essay. When you synthesize sources, you refer to them to develop your position and cite them accurately. *Your argument should be central; the sources should support the argument. Avoid merely summarizing sources.*

Remember to attribute both direct and indirect references.

Introduction

In much of the world, the time that regulates our lives is altered by daylight saving time. Each year, we set our clocks back an hour in the fall and then move them forward an hour in the spring. This annual shift is thought to have been invented by Benjamin Franklin, who in 1784 wrote a letter to a French journal suggesting that Parisians could economize on candles if they simply woke up earlier during the summer. Daylight saving time was adopted by the United States in the twentieth century and is regulated by the federal government. Even though daylight saving time has been widely adopted, it still has detractors.

Assignment

Read the following sources (including the introductory information) carefully. **Then synthesize at least three of the sources into an essay that evaluates daylight saving time and offers a recommendation about its continued use.**

You may refer to the sources by their titles (Source A, Source B, etc.) or by the descriptions in parentheses.

Source A ("Extra!")
Source B (Longley)
Source C (Prerau)
Source D (graph)
Source E (O'Connor)
Source F (Kotchen)

Source A

"Extra!: Daylight-Saving Time." *CNN.com*. Cable News Network, 7 March 2007. Web. 8 Aug. 2007.

The following is excerpted from an article on a news Web site.

1918 - The U.S. first adopts daylight-saving time, in the same act that created standard time zones, in an effort to save energy during World War I. It didn't prove popular, and, as a result, it was repealed the following year.

1942 - President Franklin D. Roosevelt instituted "war-time," a year-round daylight-saving time to save energy during World War II. After the year-round shift ended in 1945, many states adopted their own summer time changes.

1966 - Congress established a national pattern for summer time changes with the Uniform Time Act. The act came in response from the transportation industry, which demanded consistency across time zones. The U.S. Department of Transportation now oversees time changes in the United States.

1973 - An oil embargo by the Organization of Petroleum Exporting Countries led Congress to enact a test period of year-round daylight-saving time in 1974 and 1975. The test period was controversial; it ended after complaints that the dark winter mornings endangered children traveling to school. The U.S. returned to summer daylight-saving time in 1975.

1986 - The Federal law is amended to start daylight-saving time on the first Sunday in April, beginning in 1987. The ending date of daylight-saving time was never changed, and remained the last Sunday in October through 2006.

2005 - On August 8, President Bush signs the Energy Policy Act of 2005 into law. Part of the act will extend daylight-saving time starting in 2007, from the second Sunday in March to the first Sunday in November.

2007 - Daylight-saving time begins on Sunday, March 11 and ends on Sunday, November 4.

Courtesy CNN

Source B

Longley, Robert. "Energy Bill Would Extend Daylight Savings Time." *About.com*. The New York Times Company, 2008. Web. 17 Aug. 2009.

The following is excerpted from an online article.

An extra month of "synthetic sunshine" every year

Love it or hate it, America's annual observance of daylight savings time would be extended one additional month under a provision of the massive Energy Policy Act of 2005. . . .

Daylight Saving Time—for the U.S. and its territories—is **NOT** observed in Hawaii, American Samoa, Guam, Puerto Rico, the Virgin Islands, the Eastern Time Zone portion of the State of Indiana, and by most of Arizona (with the exception of the Navajo Indian Reservation in Arizona). These states and territories remain on their local "standard" time throughout the year. . . .

Theory has it that daylight savings time promotes energy conservation. . . . Studies done in the 1970s by the U.S. Department of Transportation show that America's electricity usage is reduced by about one percent during each day that daylight savings time is in effect.

Also in the Energy Bill

Other major provisions of the Energy Policy Act of 2005 include the allowance of oil drilling in an Alaska wildlife refuge and the creation of policies to shield makers of gasoline additives from future water contamination lawsuits.

The bill also provides $12 billion in tax breaks and subsidies for energy companies . . . .

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Source C

Prerau, David. *Seize the Daylight: The Curious and Contentious Story of Daylight Saving Time*. New York: Thunder's Mouth, 2005. Print.

The following is excerpted from a book about daylight saving time.

Using a variety of analytical techniques, the DOT [United States Department of Transportation] study assessed the impacts of DST [daylight saving time] in March and April and concluded that "modest overall benefits" might be realized in three primary areas—energy conservation, traffic safety, and reduced crime—by use of an eight-month DST system (March through October) rather than the Uniform Time Act's six-month DST system (May through October).

Most subsequent studies of the effects of daylight saving time, performed in the United States, Britain, France, Israel, Mexico, New Zealand, and other countries, have produced somewhat similar results to the DOT study, especially with regard to the benefits of DST for energy conservation and traffic safety. . . . The DOT concluded that the total electricity savings associated with DST amounted to about 1 percent in spring and fall, corresponding to national savings of forty to fifty megawatt hours per day.

DST also might affect home heating, air conditioning, and other forms of energy consumption. For example, the extra hour of light in the evening could cause an increase in recreational and shopping travel by automobile (and therefore an increase in gasoline consumption) that might not be offset by a corresponding decrease in the morning. On the other hand, more outdoor activities might save energy by decreasing the use of TV sets and appliances. The DOT did not detect any significant DST impact on these areas. . . .

Another area of DST impact is crime reduction. People generally feel safer in the daylight, and many types of crime are believed to be influenced by lighting conditions. For example, more light in the evening decreases the opportunity for street crime against people returning home from work. The DOT study found that violent crime in Washington, D.C., was reduced by 10 to 13 percent during periods of daylight saving time. . . .

The issue of DST remained quiescent in the U.S. for almost twenty years. But in the spring of 2005, with oil prices soaring and U.S. energy consumption growing, Congressmen Fred Upton of Michigan and Edward Markey of Massachusetts proposed an amendment to a mammoth Energy Policy bill that provided for a two-month extension to the daylight saving time period. . . .

The Upton-Markey amendment was passed by the House of Representatives by voice vote with general acceptance. However, when the proposal reached the Senate, some opposition surfaced, primarily from a new quarter, the U.S. airlines. The airlines had never before played a major role in the daylight saving time debate, but they were now concerned that the DST extension would put the U.S. significantly out of sync with the time in foreign countries. A two month extension would, for example, result in seven or eight weeks each year when the U.S. had DST while Europe did not. At many foreign airports, U.S. carriers have established fixed landing and takeoff time "slots" for which they cannot make short-term changes. Having to keep to these time slots during the U.S. DST extension would cause significant disruption to the airlines' schedules, and they anticipated a loss of many millions of dollars due to scheduling problems and lost connections for overseas flights.

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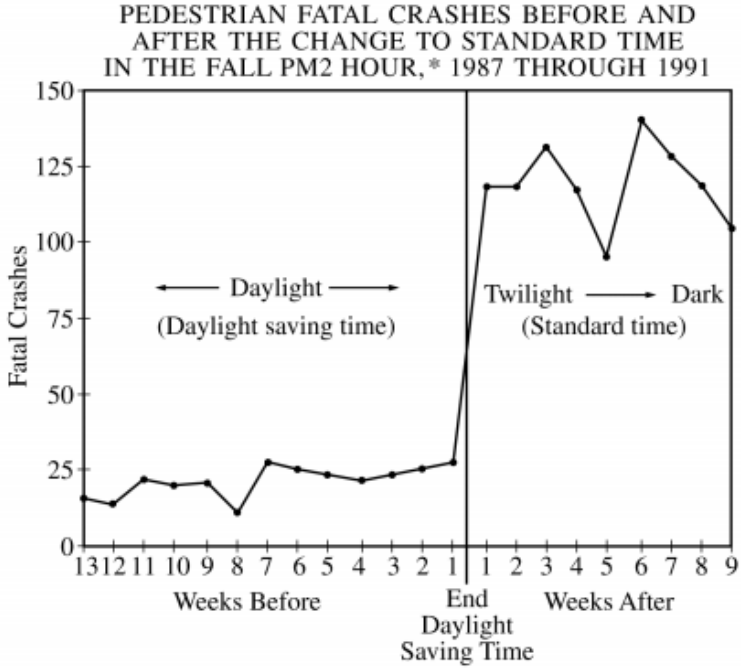
Source D

Ferguson, Susan A., David F. Preusser, Adrian K. Lund, Paul L. Zador, and Robert G. Ulmer. "Daylight Saving Time and Motor Vehicle Crashes: The Reduction in Pedestrian and Vehicle Occupant Fatalities." *American Journal of Public Health* 85.1 (1995): 92-95. Print.

The following is a graph from a public health journal.



* For the purposes of this graph, the "Fall PM2 hour" refers to a single afternoon hour that is light during daylight saving time but that shifts to twilight with the resumption of standard time.

Source E

O'Connor, Anahad. "Really? The Claim: Daylight Saving Time Can Affect Your Health." *New York Times*. New York Times, 10 Mar. 2009. Web. 17 Aug. 2009.

The following is an online article from a national newspaper.

THE FACTS

Daylight saving time, which began this week in most of the United States, has long been promoted as a way to save energy. Whether it does is still a matter of debate. But it does seem clear from studies that a one-hour time adjustment can have unintended health consequences.

It seems that when the clock is moved forward or back one hour, the body's internal clock—its circadian rhythm, which uses daylight to stay in tune with its environment—does not adjust. In a study of 55,000 people, for example, scientists found that on days off from work, subjects tended to sleep on standard time, not daylight time: their waking hour followed the seasonal progression of dawn.

In other studies, scientists tracked large groups of people for eight weeks at a time as they made the transitions to daylight time in spring and to standard time in autumn. They found that in spring, people's peak activity levels were more in tune with their body clock than with the actual clock. Studies suggest that this disconnect between body time and clock time can result in restlessness, sleep disruption and shorter sleep duration. Other studies have suggested links between time change and increases in heart attacks, suicides and accidents, though scientists say more study is needed.

THE BOTTOM LINE

Daylight saving time is associated with sleep disruptions and possibly more serious consequences.

From *The New York Times*, © March 10, 2009. The New York Times. All rights reserved.

Source F

Kotchen, Matthew J., and Laura E. Grant. "Does Daylight Saving Time Save Energy? Evidence from a Natural Experiment in Indiana" [Working Paper 14429]. *NBER Working Paper Series*. National Bureau of Economic Research, Oct. 2008. Web. 17 Aug. 2009.

The following is excerpted from a working paper published by the National Bureau of Economic Research.

The history of DST has been long and controversial. Throughout its implementation during World Wars I and II, the oil embargo of the 1970s, more consistent practice today, and recent extensions, the primary rationale for DST has always been the promotion of energy conservation. Nevertheless, there is surprisingly little evidence that DST actually saves energy. This paper takes advantage of a unique natural experiment in the state of Indiana to provide the first empirical estimates of DST effects on electricity consumption in the United States since the mid-1970s. The results are also the first-ever empirical estimates of DST's overall effect.

Our main finding is that—contrary to the policy's intent—DST results in an overall increase in residential electricity demand. Estimates of the overall increase in consumption are approximately 1 percent and highly statistically significant. We also find that the effect is not constant throughout the DST period: there is some evidence for an increase in electricity demand at the spring transition into DST, but the real increases come in the fall when DST appears to increase consumption between 2 and 4 percent. These findings are generally consistent with simulation results that point to a tradeoff between reducing demand for lighting and increasing demand for heating and cooling. According to the dates of DST practice prior to 2007, we estimate a cost to Indiana households of $9 million per year in increased electricity bills. Estimates of the social costs due to increased pollution emissions range from $1.7 to $5.5 million per year.

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Essay 2 (**Remember**: ALL essays are required and need to be written on lined paper. Time yourself for **40** minutes for Essay 2)

Helpful Hints for Argument Essays: Use CHORES (**C**urrent **E**vents, **H**istorical Events, Personal **O**bservations, **R**eading, **E**ntertainment, **S**cience)

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

Author and lecturer Alfie Kohn contends that "competition by its very nature is always unhealthy." Read the following excerpt from Kohn's essay "Why Competition?"

> The cost of any kind of competition in human terms is incalculable. When my success depends on other people's failure, the prospects for a real human community are considerably diminished. . . . Moreover, when my success depends on my being *better than*, I am caught on a treadmill, destined never to enjoy real satisfaction. Someone is always one step higher, and even the summit is a precarious position in light of the hordes waiting to occupy it in my stead. I am thus perpetually insecure and, as psychologist Rollo May points out, perpetually anxious.

Then, in a well-written essay, develop a position on Kohn's claim about the nature of competition. Use appropriate evidence from your reading, experience, or observations to support your argument.

Essay 3 (**Remember**: ALL essays are required and need to be written on lined paper. Time yourself for **40** minutes for Essay 3)

Helpful Hints for Rhetorical Analysis: Use SOAPStone for your intro (**S**peaker, **O**ccasion, **A**udience, **P**urpose, **S**ubject, **T**one. Use STOPDD for the content of your essay (**S**entence Structure, **T**one, **O**rganization, **P**oint of View, **D**iction, **D**evices)

2007 AP® ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS (Form B)

Question 3

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

The selections below are taken from a speech delivered in 1861 by Wendell Phillips, a prominent white American abolitionist. The speech, written near the beginning of the Civil War, when Northerners were debating whether to allow African Americans to serve in the military, celebrates the achievements of the Haitian general Toussaint-Louverture (c. 1744-1803). Toussaint-Louverture was a former slave who led the struggle to liberate other enslaved Haitians. At one time, he was the most powerful leader in Haiti, which was threatened alternately by French, Spanish, and British armies.

Read the selections carefully. Then write an essay in which you analyze the strategies that the speaker uses to praise his subject and move his audience.

If I stood here tonight to tell the story of Napoleon, I should take it from the lips of Frenchmen, who find no language rich enough to paint the great captain of the nineteenth century. Were I here to tell you the story of Washington, I should take it from your hearts,—you, who think no marble white enough on which to carve the name of the Father of his Country. [Applause.] I am about to tell you the story of a negro who has left hardly one written line. I am to glean it from the reluctant testimony of Britons, Frenchmen, Spaniards,—men who despised him as a negro and a slave, and hated him because he had beaten them in many a battle. All the materials for his biography are from the lips of his enemies. . . .

[Toussaint] forged a thunderbolt and hurled it at what? At the proudest blood in Europe, the Spaniard, and sent him home conquered [cheers]; at the most warlike blood in Europe, the French, and put them under his feet; at the pluckiest blood in Europe, the English, and they skulked home to Jamaica. [Applause.] Now if Cromwell[1] was a general, at least this man was a soldier. I know it was a small territory; it was not as large as the continent; but it was as large as that Attica[2], which, with Athens for a capital, has filled the earth with its fame for two thousand years. We measure genius by quality, not by quantity. . . .

I would call him Cromwell, but Cromwell was only a soldier, and the state he founded went down with him into his grave. I would call him Washington, but the great Virginian held slaves. This man risked his empire rather than permit the slave-trade in the humblest village of his dominions.

You think me a fanatic tonight, for you read history, not with your eyes, but with your prejudices. But fifty years hence, when Truth gets a hearing, the Muse of History will put Phocion for the Greek, and Brutus for the Roman, Hampden for England, Fayette for France, choose Washington as the bright, consummate flower of our earlier civilization, and John Brown the ripe fruit of our noonday [thunders of applause], then, dipping her pen in the sunlight, will write in the clear blue, above them all, the name of the soldier, the statesman, the martyr, Toussaint-Louverture. [Long-continued applause.]

[1] Oliver Cromwell: 1599-1658. Important English political leader known for military skill

[2] Classical Greece

Name Essay #_____

Name Essay #_____

Name Essay #_____

Name Essay #_____

Name Essay #_____

Name Essay #_____

Name Essay #_____

Name Essay #_____