Question 1
### The Juggler Represents . . .

<table>
<thead>
<tr>
<th>God</th>
<th>Atlas</th>
<th>Jesus</th>
<th>depression</th>
<th>freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>WWII</td>
<td>the sun</td>
<td>parenthood</td>
<td>multitasking</td>
<td>the Great Depression</td>
</tr>
<tr>
<td>Failure</td>
<td>jealousy</td>
<td>Zeus</td>
<td>the work week</td>
<td>roles in marriage</td>
</tr>
<tr>
<td>Religion</td>
<td>humanity</td>
<td>gravity</td>
<td>puppetmaster</td>
<td>entertainment</td>
</tr>
<tr>
<td>Death</td>
<td>Savior</td>
<td>childhood</td>
<td>solar system</td>
<td>triumph over adversity</td>
</tr>
<tr>
<td>Art</td>
<td>practice</td>
<td>courage</td>
<td>life</td>
<td>Ubermensch</td>
</tr>
</tbody>
</table>
A little more random readings

The Cat in the Hat
The Great Depression
The Chicago Blackhawks
Sausage Balls
The 2016 Lit Exam Data

AP English Literature students continue to find analyzing poetry more difficult than prose, in both the MC and FR sections of the exam.

2016 AP English Literature scores: 5: 7.4%; 4: 17.7%; 3: 29.5%; 2: 33.4%; 1: 12%.

This year’s AP English Literature performance was the lowest in the past 5 years, resulting in a decrease in scores of 3+ by ~2 % pts.
Where Students Excelled

- Taking advantage of the multiple entry points
- Addressing both literal and figurative meanings
- Identifying poetic devices
Where Students Fell Short:

- Failing to support analysis with evidence from the text
- Not answering all parts of the prompt
- Focusing on only one dimension of the poem
- Explaining the function of poetic devices
Methods of Organization

1. Insights - each paragraph began with a big picture idea or theme further unpacked with textual evidence and/or devices linked back to the meaning
2. Stanzas - analysis and devices are discussed in the order in which they are introduced
3. Devices - the most formulaic of the methods rarely yielding an essay no higher than a 6, yet for students who struggle with writing or poetry analysis, this works
Takeaways - Analysis

- Give students tools to help them unpack complexity within analysis such as contrasting ideas, transitioning from one insight to the next, or layering analysis.
- Don’t assume the reader can make all of the connections; clearly express each step in the thought process.
- Provide students with plenty of opportunity to practice analyzing poetry individually.
- Teach structure; students who wrote about the structure of the poem generally had upper level essays.
Takeaways - Writing

- Teach writing at the sentence level; the upper level essays not only offered good analysis and organization but contained well-written sentences.
- Practice sentence combining.
- Write succinctly; say what needs to be said in the briefest way possible. Every word counts!
- Always use an adjective before the words *diction* or *tone.*
# LIT: Chief Reader Report Commentary Consistent from Year-to-Year

**Students struggle with...**

**GENERAL**
- Managing **complexity** — “L” literature is complex and demands a layered analysis.
- Examining meaning as **complex and nuanced**.
- Organizing responses in such a way that they are **driven by insights**, not devices.
- Moving from the **particular to the broad** — not just listing devices, but linking to meaning.
- Moving from the **broad to the particular** — not just talking meaning, but examining devices.
- Responding to the **prompt**.
- Examining the **nuance of tone**.
- Using the **context**.

**VERSE**
- **Analyzing** instead of just stating what is in the poem or summarizing.
- Analyzing the **structure** of a poem beyond just stanzaic structures.
- Engaging a **variety of poems**.

**PROSE**
- Examining the relationship of **point of view** (narrator) on meaning.
- Identifying and linking aspects of **character development** to meaning.
- Examining **complexities in prose** — often a result of a single reading under the assumption that it is easy to “get.”
- Answering **all parts of the prompt** with sufficient evidence and explanation.
- Engaging **complex prose** (diction & syntax) — often representative of earlier works (i.e., pre-20th century).

**OPEN**
- Linking **specific details** from the text to the meaning of the work as a whole and not just listing them.
- Making **generalized and oversimplified statements** about characters or texts.
- Texts from different **periods and genres**.

Source: AP English Literature Open Forum, Brandon Abdon, College Board
Where to Access This Year’s Chief Reader Report

Found on College Board site

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