

2013 AP® ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS

Question 2

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

The passage below is from *Last Child in the Woods* (2008) by Richard Louv. Read the passage carefully. Then, in a well-developed essay, analyze the rhetorical strategies Louv uses to develop his argument about the separation between people and nature. Support your analysis with specific references to the text.

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Researchers at the State University of New York at Buffalo are experimenting with a genetic technology through which they can choose the colors that appear on butterfly wings. The announcement of this in 2002 led writer Matt Richtel to conjure a brave new advertising medium: “There are countless possibilities for moving ads out of the virtual world and into the real one. Sponsorship-wise, it’s time for nature to carry its weight.” Advertisers already stamp their messages into the wet sands of public beaches. Cash-strapped municipalities hope corporations agree to affix their company logo on parks in exchange for dollars to keep the public spaces maintained. “The sheer popularity” of simulating nature or using nature as ad space “demands that we acknowledge, even respect, their cultural importance,” suggests Richtel. Culturally important, yes. But the logical extension of synthetic nature is the irrelevance of “true” nature—the certainty that it’s not even worth looking at. True, our experience of natural landscape “often occurs within an automobile looking out,” as Elaine Brooks said. But now even that visual connection is optional. A friend of mine was shopping for a new luxury car to celebrate her half-century of survival in the material world. She settled on a Mercedes SUV, with a Global Positioning System: just tap in your destination and the vehicle not only provides a map on the dashboard screen, but talks you there. But she knew where to draw the line. “The salesman’s jaw dropped when I said I didn’t want a backseat television monitor for my daughter,” she told me. “He almost refused to let me leave the dealership until he could understand why.” Rear-seat and in-dash “multimedia entertainment products,” as they are called, are quickly becoming the hottest add-on since rearview mirror fuzzy dice. The target market: parents who will pay a premium for a little backseat peace.

40 Sales are brisk; the prices are falling. Some systems include wireless, infrared-connected headsets. The children can watch *Sesame Street* or play Grand Theft Auto on their PlayStation without bothering the driver.

45 Why do so many Americans say they want their children to watch less TV, yet continue to expand the opportunities for them to watch it? More important, why do so many people no longer consider the physical world worth watching? The highway’s edges may not be postcard perfect. But for a century, children’s early understanding of how cities and nature fit together was gained from the backseat: the empty farmhouse at the edge of the subdivision; the variety of architecture, here and there; the woods and fields and water beyond the seamy edges—all that was and is still available to the eye. This was the landscape that we watched as children. It was our drive-by movie.

55 Perhaps we’ll someday tell our grandchildren stories about our version of the nineteenth-century Conestoga wagon.

60 “You did *what*?” they’ll ask.

“Yes,” we’ll say, “it’s true. We actually *looked out the car window*.” In our useful boredom, we used our fingers to draw pictures on fogged glass as we watched telephone poles tick by. We saw birds on the wires and combines in the fields. We were fascinated with roadkill, and we counted cows and horses and coyotes and shaving-cream signs. We stared with a kind of reverence at the horizon, as thunderheads and dancing rain moved with us. We held our little plastic cars against the glass and pretended that they, too, were racing toward some unknown destination. We considered the past and dreamed of the future, and watched it all go by in the blink of an eye.

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2013 SCORING GUIDELINES

Question 2

The score should reflect the essay's quality as a whole. Remember that students had only 40 minutes to read and write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All essays, even those with scores of 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into a holistic evaluation of an essay's overall quality. In no case should an essay with many distracting errors in grammar and mechanics score higher than a 2.

- 9** Essays earning a score of 9 meet the criteria for the score of 8, and, in addition, are especially sophisticated in their argument, thorough in their development, or impressive in their control of language.

8 – Effective

Essays earning a score of 8 **effectively** analyze* the rhetorical strategies Louv uses to develop his argument about the separation between people and nature. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

- 7** Essays earning a score of 7 meet the criteria for the score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

6 – Adequate

Essays earning a score of 6 **adequately** analyze the rhetorical strategies Louv uses to develop his argument about the separation between people and nature. They develop their analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The essay may contain lapses in diction or syntax, but generally the prose is clear.

- 5** Essays earning a score of 5 analyze the rhetorical strategies Louv uses to develop his argument about the separation between people and nature. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

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Question 2 (continued)

4 – Inadequate

Essays earning a score of 4 **inadequately** analyze the rhetorical strategies Louv uses to develop his argument about the separation between people and nature. These essays may misunderstand the passage, misrepresent the strategies Louv uses, or may analyze these strategies insufficiently. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. The prose generally conveys the student's ideas but may be inconsistent in controlling the elements of effective writing.

- 3** Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the rhetorical strategies Louv uses to develop his argument about the separation between people and nature. They are less perceptive in their understanding of the passage or Louv's strategies, or the explanations or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

2 – Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing the rhetorical strategies Louv uses to develop his argument about the separation between people and nature. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Louv uses, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The essays often demonstrate consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

- 1** Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation, or weak in their control of language.
- 0** Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.
- Indicates an entirely blank response.

* For the purposes of scoring, analysis refers to explaining how the author's rhetorical choices develop meaning or achieve a particular effect or purpose.

2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Since the dawn of mankind, even before civilization, man lived off the land and depended on it for survival. Even in the first civilizations — Egypt, for example — ~~nature~~ nature controlled all aspects of life. Slowly, he began to learn how to control nature and use it to our advantage. Today, man's connection with nature is sparse and, as Richard Louv argues in Shut Child in the Woods, this is a sad truth that continues to progress in severity. Louv argues against the separation of man and nature using the devices of anecdote, ~~hypothetical~~ hypothetical example, and imagery.

Louv ~~tells the story of his friend who~~ uses an anecdotal anecdote to advance his claim. He recounts a friend's story of being pushed to buy an in-car multimedia system, using hyperbolic descriptions such as "the salesman's jaw dropped" ~~in order~~ in order to create dramatic effect. The result of his description of the event is that he leads the reader to ~~the same~~ ~~experience~~ experience the same annoyance the customer must have felt in the anecdote. By making the anecdote ~~seem~~ seem like a clearly or common event, he ~~not~~ attempts to show that the salesman's attitude toward dependence on technology is one that is nearly universal in today's society. Through the anecdote, Louv ~~shows both the~~ ^{the common opinion of} ~~the~~ ~~a~~



constant need for ~~that~~ technology and his disapproval ~~of~~ ^{of} that ~~opinion~~ ^{opinion}.

To ~~also~~ continue building off the in-car entertainment anecdote, Low raises a hypothetical example to help him show his disclaim towards the idea. He proposes that ~~we~~ "we'll someday tell our grandchildren" that there was a time when kids "looked out the car window" instead of playing on phones or watching backseat television. The key to the effectiveness of this hypothetical example is that it is frighteningly realistic. ~~Even today our grandparents tell us about a childhood without TV or internet, so certainly Low's hypothesis could prove to be true. The shocking realism of this hypothetical example makes the reader realize the immediacy of the issue and the pace at which the issue is progressing, thus effectively causing alarm at the separation between man and nature and possibly creating more hypothetical examples in the reader's mind.~~ Even today our grandparents tell us about a childhood without TV or internet, so certainly Low's ~~hypothesis~~ ^{hypothesis} could prove to be true. The ~~shocking~~ ^{shocking} realism of this hypothetical example makes the reader realize the ~~immediacy~~ ^{immediacy} of the issue and the pace at which the issue is progressing, ~~thus~~ ^{thus} effectively causing alarm at the separation between man and nature and possibly creating more hypothetical examples in the reader's mind.

Lastly, ~~and perhaps~~ Low uses the devices of abstract and concrete imagery to ~~enhance~~ ^{enhance} his claim of the separation of man and nature. Perhaps his most effective device, Low's imagery paints a scene that is virtually ~~so~~ ^{so} ~~unable~~ ^{unable} to



2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

2A
(3 of 3)

write off in that it is deeply familiar, ~~and~~ this ~~evoking~~ ~~is~~ an emotional connection to the issue. His description of the "fogged glass," the "telephone poles flicking by," and "country cars and horses" evokes a nostalgic remembrance of a reader's own childhood, rendering him or her unable to resist the desire to preserve those memories for ~~the~~ future generations. He makes the reader realize that this experience may be lost on the children of future decades if the separation between people and nature is not bridged. His imagery creates a sense of wistful loss, ~~that brings the issue home on a personal level to anyone who has ever~~ ~~gazed out a car window as a child.~~

~~Law's~~ Law's argument relies on anecdotal evidence, hypothetical example, and imagery, but more importantly, it relies on a sense of personal attachment to the issue at hand. He subtly proves that the ~~separate~~ disparity between humanity and nature is an issue that affects all of us. In order to preserve ~~the~~ the golden days of our youth, we must close the gap. ~~Law~~ Law effectively proves that the separation is, in a word, unnatural and needs remedy. Luckily, the remedy is not unattainable; rather, it begins ~~with~~ with our own decisions. #

2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

2B
(1 of 2)

It is rather difficult to comprehend our society today. We strive to define ourselves as individuals yet many times we conform to the norm in an effort to fit in. We look for the best in technology with cellphones, ~~computers~~ televisions, and vehicles, sometimes forgetting to just enjoy the simplicity of nature. In his well-developed essay "Last Child in the Woods," Richard Louv appealed to both logos and pathos in a sheer effort to ~~illustrate~~ illustrate the separation between people and nature.

Mr. Louv began his essay by referring back to a friend who purchased a vehicle. When pushed by the salesman to include a television in the rear seat, the friend said no. ~~Mr. Louv's friend~~ Mr. Louv's friend desired for her child to enjoy the beauty of nature. Many Americans claim they want their kids to watch less television. So logically why would they purchase these "multimedia entertainment products"? Mr. Louv used imagery to elaborate on the simplicity of just looking out the window from the back seat. He stated, "... children's early understanding... was gained from the backseat: the empty farmhouse... the variety of architecture...



Write in the box the number of the question you are answering on this page as it is designated in the exam.

2

2B
(2 of 2)

the woods and fields and water beyond the ~~the~~ seamy edges..." Using these words Mr. Laur logically implied that nature can indeed instruct. We just must take the time and effort to pay attention.

As the essay formulated, Mr. Laur flashed back to the typical childhood ~~experience~~ experience in a car. He claimed, "We actually looked out the car window." With an appeal to pathos, Mr. Laur allowed his readers to reconnect with their joyous childish antics. He wrote, "We saw birds... ~~we~~ counted cows and horses... ~~we~~ held our little plastic cars against the glass and pretended that they, too, ~~were~~ ^{were} racing towards some unknown destination." By doing so Mr. Laur allowed his readers past emotions during their car rides to help them understand the simple yet confounding separation between people and nature.

~~Moreover~~ Moreover by appealing to both logos and pathos, Richard Laur established the separation between people and nature. For even through a simple car ride, nature can call out to us, and allow us to see who we truly are.

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Richard Lour writes a striking piece on the separation between people and nature. He uses several rhetorical strategies to develop his argument. Lour uses direct quotation, rhetorical questions, and a tone of ^{nostalgia} ~~urgency~~.

The author uses a lot of direct quotation to get his ^{point} ~~point~~ across. He tells the story of a friend who he quotes saying how a salesman's jaw dropped when she said she didn't want a backseat television monitor. Lour uses this to show the absurd reaction to ~~modern~~ modern people and ~~their~~ their need for more and more technology.

Lour then goes on a bit of a rant in the form of rhetorical questions. He attacks hypocritical parents who buy the backseat televisions and then complain their child watches too much TV. The author asks why the real world is not worth ~~watching~~ watching from the backseat anymore. His rhetorical questions make the reader think and reflect on their own behaviors concerning technology and nature.

The passage as a whole carries a

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Write in the box the number of the question you are answering
on this page as it is designated in the exam.

2

2C
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sense of ~~being~~ and nostalgia. He
remembers on the past days of his
childhood seeing the world through
the backseat. The author sees himself
as an old man telling his grandchild
~~about~~ ^{carrying} shocked expressions that he actually
"looked out the car window." He also
seems a bit saddened by this that
his grandchildren will totally be
overrun by technology and miss out
on the beauty of nature.

Richard Low uses the rhetorical
devices of ~~the~~ rhetorical questioning,
the tone of nostalgia, and direct
quotation to show that society
is divorcing in a world less of
nature and more of technology.

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