

2013

AP Language Summer Reading Unit for Sir Gawain and the Green Knight

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: AP Language Summer Reading Unit for *Sir Gawain and the Green Knight*

Grade Level: 11

Subject/Topic Area(s): AP Language

Designed By: Amy R. Thomson

Time Frame: 20 days or 4 weeks

School District: Comal ISD

School: John Paul II Catholic High School

School Address and Phone: 6720 FM 482

New Braunfels, TX 78132

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Brief Summary of Unit (Including curricular context and unit goals):

This is an approximately four week unit intended for junior AP Language students with daily forty five minute class periods. It is based on *Sir Gawain and the Green Knight*, which is paired with non-fiction pieces “Shooting an Elephant,” “On Morality,” “Live Free and Starve,” and “The Ways We Lie,” as well as student chosen current events articles in keeping with the goals of The College Board’s AP English Language and Composition course.

Sir Gawain and the Green Knight was part of a summer reading assignment, so the students should have read it previously during the summer and completed assignments based on it before the unit begins. This unit will be the first one of the year, after about a week of assignments focused on getting to know the students and teambuilding.

Due to the fact that the main work, *Sir Gawain and the Green Knight*, has already been read, this unit focuses on helping students acquire meaning from it, and on helping them lay the foundation for AP Language curriculum with introductions to rhetoric and argument, class discussion techniques such as On the Fence and Fishbowl, and AP argument timed writing essay practice.

After collecting the summer reading assignments, we begin by reviewing literary terms, Freytag’s Pyramid, and annotating skills as a warm-up for the unit. Then students are introduced to new information such as rhetoric, argument, and rhetorical appeals in order to build a foundation for understanding. Students also have class discussion and dialogues designed to help unpack the texts, connect their reading to the essential questions and writer’s craft, and become better at close reading and analysis. Afterwards I introduce On the Fence and Fishbowl discussion techniques, which will be meaning and analysis tools we continue to use in every unit this year. I also introduce timed writing strategies, and the students do their first timed writing practice of the year, which is scaffolded as it is based off of a class walk-through. The students then use that timed writing as a basis for revision and editing with teacher feedback, which gives them practice and helps them expand and enhance their original responses. To end the unit students apply the essential questions to their own lives by creating a pentangle that represents their personal virtues, and finally transfer their knowledge and meaning through an independent AP timed writing essay and final draft.

After this unit is completed, students should come away with understandings about how fear, honor, virtue, and morality can affect us, as well as increased knowledge and skills in class discussion, timed writing, and crafting AP style essays.

AP Language Summer Reading Unit for *Sir Gawain and the Green Knight*

Stage 1 – Desired Results									
<p>Established Goals (e.g., standards)</p> <p>TEKS – English III: (5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;</p> <p>(B) analyze the internal and external development of characters through a range of literary devices</p> <p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.</p> <p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p>NCTE: (11) Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>	<p>Transfer</p>								
	<p><i>Students will independently use their learning to...</i></p> <p>1. Compose an AP style (Argument Question 3) essay where they evaluate, interpret, and argue a position on the following prompt:</p> <p>Consider the distinct perspectives expressed in the following statements.</p> <p style="padding-left: 40px;">If you develop the absolute sense of certainty that powerful beliefs provide then you can get yourself to accomplish virtually anything, including those things that other people are certain are impossible.</p> <p style="padding-left: 80px;">-William Lyon Phelps, American educator, journalist, and professor (1865–1943)</p> <p style="padding-left: 40px;">I think we ought always to entertain our opinions with some measure of doubt. I shouldn't wish people dogmatically to believe any philosophy, not even mine.</p> <p style="padding-left: 80px;">-Bertrand Russell, British author, mathematician, and philosopher (1872–1970)</p> <p>In a well-organized essay, take a position on the relationship between certainty and doubt. Support your argument with appropriate evidence and examples.</p>								
	<p>Meaning</p>								
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Essential Questions</th> <th style="width: 50%;">Understandings</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;"><i>Students will understand that...</i></td> </tr> <tr> <td>1. How does fear affect us as a society and as individuals?</td> <td>1. Fear can prevent us from making positive choices, or can convince us to make choices that are not honorable; societally fear can act as peer pressure, preventing us from making our own individual choices.</td> </tr> <tr> <td>2. What makes someone honorable and/or virtuous/moral?</td> <td>2. Someone honorable and virtuous/moral is not self-centered; they do what they know to be right, and they think about what is good for themselves and for others.</td> </tr> </tbody> </table>	Essential Questions	Understandings		<i>Students will understand that...</i>	1. How does fear affect us as a society and as individuals?	1. Fear can prevent us from making positive choices, or can convince us to make choices that are not honorable; societally fear can act as peer pressure, preventing us from making our own individual choices.	2. What makes someone honorable and/or virtuous/moral?	2. Someone honorable and virtuous/moral is not self-centered; they do what they know to be right, and they think about what is good for themselves and for others.
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<p>Common Core Writing Standards: Text Types and Purposes (1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>(A) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>(B) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>(C) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>(D) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>(E) Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>3. How can we use humility, faith, courage, and love to interpret and put into practice God’s moral code instead of society’s?</p> <p>4. How can we best use written language to successfully argue a point?</p>	<p>3. We use humility to keep from becoming too arrogant, faith to keep us strong, courage to stay true to our beliefs even against criticism, and love to accept and value others as well as ourselves.</p> <p>4. We can use written language to successfully argue a point by using carefully selected examples, good organization, and by crafting our language to be persuasive.</p>
Acquisition		
	<p>Knowledge <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. The setting, characters, plot, and themes of <i>Sir Gawain and the Green Knight</i>. 2. The parts of Freytag’s Pyramid. 3. Good ways to annotate text. 4. The definition of an argument. 5. The parts and relationships in the Rhetorical Triangle. 6. Definitions for the three Rhetorical Appeals – ethos, pathos, and logos. 7. The types of arguments 8. A review of the definitions and concepts of mood, tone, imagery. 9. Timed Essay writing process (brainstorming, planning, drafting, revising, and editing) 10. Essay writing process (brainstorming, rough draft, revising and editing, final draft) 	<p>Skills <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Identify and explain the use of literary and rhetorical devices in <i>Sir Gawain and the Green Knight</i> and nonfiction pieces. 2. Analyze the setting, characters, plot, and themes of <i>Sir Gawain and the Green Knight</i>. 3. Examine the concepts of fear and honor/virtue/morality and how they affect characters in <i>Sir Gawain and the Green Knight</i>, as well as themselves and current society. 4. Analyze the structure of nonfiction pieces and of <i>Sir Gawain and the Green Knight</i> using Freytag’s Pyramid. 5. Realize the need to evaluate situations, be introspective, consider their faith, and conclude for their selves what a right course of action is in different situations. 6. Write an argumentative essay (timed and untimed) which takes a position and argues that position using strong and appropriate evidence.

Stage 2 – Evidence

Performance Task Evaluative Criteria (for rubric)	CODE (M or T)	
<ul style="list-style-type: none"> • Essay responds clearly to the given prompt • Essay approaches the issue analytically • Essay has a coherent thesis statement • Essay uses a logical organization with well-chosen transitions • Essay uses well-chosen evidence from personal experience, literature, current events, historical or content knowledge, etc. to support its claims and reasons • Essay includes commentary to explain how the evidence supports and illustrates its thesis • Essay uses a fluent and fluid writing style, including a wide ranging vocabulary and a variety of sentence structures • Essay does not contain grammatical errors 	T	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>1. Composing a timed AP style (Argument Question 3) essay where they evaluate, interpret, and argue a position on the following prompt:</p> <p>Consider the distinct perspectives expressed in the following statements.</p> <p style="padding-left: 40px;">If you develop the absolute sense of certainty that powerful beliefs provide then you can get yourself to accomplish virtually anything, including those things that other people are certain are impossible.</p> <p style="padding-left: 80px;">-William Lyon Phelps, American educator, journalist, and professor (1865–1943)</p> <p style="padding-left: 40px;">I think we ought always to entertain our opinions with some measure of doubt. I shouldn't wish people dogmatically to believe any philosophy, not even mine.</p> <p style="padding-left: 80px;">-Bertrand Russell, British author, mathematician, and philosopher (1872–1970)</p> <p style="padding-left: 40px;">In a well-organized essay, take a position on the relationship between certainty and doubt. Support your argument with appropriate evidence and examples.</p> <hr style="border-top: 1px dashed black;"/> <p>Other Evidence (e.g., formative)</p>
	M, T	<p>2. Compose an AP style (Argument Question 3) essay where they evaluate, interpret, and argue a position on the following prompt:</p> <p>Consider the distinct perspective expressed in the following statement:</p> <p style="padding-left: 40px;">It is clear then that there can be no redemption without fault, just as one is unable to return from exile without first being sent into one. One's worth is only so much greater after a return from a fall, since if one is flawless, one has nothing to gain and therefore nothing to teach to others.</p> <p>Think about the implications of this view of the value of fault and redemption in relation to the text we have just read, <i>Sir Gawain</i></p>

		<p><i>and the Green Knight</i>, as well as in relation to modern society. Then write a well-organized essay that defends, challenges, or qualifies this claim about the worth of man in relation to a fall. Support your argument with specific, appropriate evidence and examples.</p>
	M, T	<p>3. Revise timed writing and first draft AP style (Argument Question 3) essays by re-evaluating, re-interpreting, and better arguing a position.</p>

Stage 3 – Learning Plan

CODE (A, M, T)	<p>Pre-Assessment</p> <p><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p>
A, M	<p>1. Summer Reading Assignment for <i>Sir Gawain and the Green Knight</i> – annotation, critical thinking response journal, purpose essay response (Write an organized, multi paragraph analysis of how the author tries to achieve his or her purpose in the text. The analysis should not just explain, but also analyze whether the author succeeded in achieving his or her purpose or not. You should reference specific parts of the text, incorporating well-chosen quotes and examples to help prove your thesis and reasons.), and reading/ annotation/ summary for two non-fiction essays</p>

CODE (A, M, T)	<p>Learning Activities (Attached documents are <u>underlined</u>)</p>	<p>Progress Monitoring (e.g., formative data) – assessments</p>
A, M	<p>Day 1:</p> <p>1. Turn in Pre-Assessment - turn in <u>AP Language Summer Reading Assignment for <i>Sir Gawain and the Green Knight</i></u></p>	<p>Summer Reading Assignments for <i>Sir Gawain and the Green Knight</i>,</p>
M	<p>2. <u>AP Language Reflection for Summer Reading</u></p>	<p>Summer Reading Assignments Reflection</p>
M	<p>3. Essential Questions Sticky Notes Activity or Chalk Talk</p> <p>a. Sticky Note Activity – Write essential questions on large sheets of butcher paper and hang each separately in different locations around the room. Hand out sticky notes to each student and read over all essential questions together, pointing out their locations. Students will answer 1-2 of the questions on their sticky notes with a question, concern, or answer. Then once they are done they will stick the note on the question wherever it is located in the room. Once all answers are posted then there will be a class discussion going over the answers and talking about how they will frame the unit and future learning.</p> <p>b. Afterwards, have students choose one or more of the essential questions and write 1 page about how it applies to their own lives</p>	
M	<p>4. HW: Finish writing about essential question</p>	

M	Day 2:	
A	1. Review Summer Reading purpose essay	Essential Question writing, Group plot charts
A	2. Review mood/tone/imagery	
M	3. Review/teach Freytag's Pyramid	
M	4. Students create <i>Sir Gawain and the Green Knight</i> plot chart together in pairs and present to class	
M	5. HW: Find a paragraph or passage that shows mood and/or imagery in <i>Sir Gawain and the Green Knight</i> for class dialogue and mark it for discussion tomorrow	
A	Day 3:	
A, M	1. Review <u>Annotating Text</u> (students have already used some of these on the Summer Reading Assignment)	
M	2. Introduce <u>Assertion Journal Assignment</u> and do 1 st one as warm-up for class dialogue	
A, M	3. Class Dialogue over mood/imagery in <i>Sir Gawain and the Green Knight</i> and Essential Question 1 about fear using student chosen passages	
M	4. HW: Read "Shooting an Elephant" by George Orwell (50 Essays, 284-291) – mark at least 1 sentence that shows imagery	
M	Day 4:	
A, M	1. Warm-up –share in pairs your quote and how it shows imagery; then write a paragraph explaining how the essay connects to the class discussion/essential question from yesterday	Annotation of "Shooting an Elephant", Essential Question connection paragraph
M	2. Teach <u>Introduction to Rhetoric</u> powerpoint – what is an argument, Types of Argument with class practice	
M	3. Students work in groups to identify and classify the type of argument for the 2 nonfiction essays they chose for summer reading; groups share out with the class to compare	
M	4. HW: Students come up with their own example for each type of argument	
A	Day 5:	
A	1. Introduce weekly <u>Vocabulary Enrichment Assignment</u> and <u>AP Lang Rhetorical Devices and Literary Terms Enrichment Assignment</u> (sets for this unit – #1 Mood/Imagery due Day 10, #2 Tone/Pathos due Day 15, #3 Ethos/Logos due Day 20)	Student examples for types of argument
A	2. Go over teacher definitions and examples for mood and imagery	
M	3. Work Day for weekly assignments	
A, M	4. HW: Weekly assignments; read and annotate "On Morality" by Joan Didion (50 Essays, 106-11); mark 1 sentence that shows an argument being made	

<p>A, M</p> <p>M</p> <p>M</p>	<p>Day 6:</p> <ol style="list-style-type: none"> 1. Introduce On the Fence discussion technique and practice with sentences/arguments from “On Morality” (start with teacher chosen and incorporate some student chosen as well) 2. Students write a paragraph showing how they responded to one of the prompts and include evidence from the text to support their assertion 3. HW: Weekly assignments; read three student example essays and highlight sentence showing argument 	<p>On the Fence response paragraph</p>
<p>M</p> <p>A</p> <p>A</p> <p>M</p> <p>A, M</p> <p>M</p>	<p>Day 7:</p> <ol style="list-style-type: none"> 1. Warm-up – Essential Question #4 think/pair/share 2. Introduction of the AP Language Argument Essay (prompt types/examples and connection to defend/challenge/qualify from On the Fence Discussion format) 3. Introduction of the <u>AP Lang Argument Essay Rubric with Grade Conversions</u> 4. Students practice scoring three practice essays and we discuss true scores as a class 5. Class walk through with <u>Sir Gawain and the Green Knight Practice Essay</u> (prompt breakdown, brainstorming, thesis) 6. HW: Weekly assignments; write three thesis sentences – one that defends the prompt, one that challenges it, and one that qualifies it 	<p><u>Sir Gawain and the Green Knight Practice Essay</u> (prompt breakdown, brainstorming)</p>
<p>A, M</p> <p>M</p> <p>A, M</p>	<p>Day 8:</p> <ol style="list-style-type: none"> 1. Finish class walk through of <u>Sir Gawain and the Green Knight Practice Essay</u> using <u>AP Language Argument Essay</u> powerpoint (types of evidence, organization, planning, timed writing techniques) 2. Partner check of plan for timed writing tomorrow 3. HW: Weekly assignments; read and annotate “Live Free and Starve” by Chitra Divakaruni (The Bedford Reader, 504-506) 	<p><u>Sir Gawain and the Green Knight Practice Essay</u> (plan with thesis, evidence, and organization)</p>
<p>M</p> <p>M</p>	<p>Day 9:</p> <ol style="list-style-type: none"> 1. Timed Writing over <u>Sir Gawain and the Green Knight Practice Essay</u> 2. HW: Weekly assignments; <u>Timed Writing Reflection</u> 	<p>Annotation of “Live Free and Starve”, <u>Sir Gawain and the Green Knight Practice Essay</u> (timed writing rough draft)</p>
<p>M</p> <p>A</p> <p>M</p>	<p>Day 10:</p> <ol style="list-style-type: none"> 1. Inductive lesson on Rhetorical Appeals – show commercials with the 3 appeals (ethos, pathos, logos) and have students write observations about how they persuade their audience; students work in groups of 3 to categorize methods of persuasion; class discussion over student categories 2. Teach Rhetorical Appeals and Rhetorical Triangle 3. HW: Create Rhetorical Triangle for “Live Free and Starve” including examples of all 3 appeals 	<p>Vocabulary Assignment #1, Literary Terms/Rhetorical Devices Assignment #1 (Mood/Imagery)</p>

M	Day 11: 1. Discuss the AP Language argument essay top mistakes and areas to work on for the class overall	Rhetorical Triangle for "Live Free and Starve" including examples of all 3 appeals
A	2. Go over teacher definitions and examples for tone and pathos	
M	3. Workday for Weekly assignments	
A, M	4. HW: Weekly assignments; Current Events Assignment - find a current events article from a news source that relates to <i>Sir Gawain and the Green Knight</i> and annotate it; highlight and clearly identify the sentence that shows the argument being made	
M	Day 12: 1. Current Events Gallery Walk – students post up annotated articles and walk to view ones from other classmates; as they walk they must comment on how they think each one connects to <i>Sir Gawain and the Green Knight</i>	Annotation of student chosen Current Events article, Gallery Walk comments
M	2. While students do the gallery walk, teacher begins to conference with each one to hand back <u>Sir Gawain and the Green Knight Practice Essay</u> with score and comments – final draft due Day 14	
M	3. Class Discussion – each student must contribute at least one comment they wrote during the Gallery Walk	
A, M	4. HW: Weekly assignments; Read "The Ways We Lie" by Stephanie Ericsson and annotate it (50 Essays, pages 159-168) – mark at least one sentence that shows tone	
M	Day 13: 1. Finish student conferences	Annotation of "The Ways We Lie"
M	2. Workday for <u>Sir Gawain and the Green Knight Practice Essay Final Draft</u>	
M	3. HW: Weekly assignments; Complete <u>Sir Gawain and the Green Knight Practice Essay Final Draft</u> – due tomorrow	
M	Day 14: 1. Warm-up – write a paragraph incorporating the quote/passage you marked and explaining why/how it shows tone	<u>Sir Gawain and the Green Knight Practice Essay Final Draft, Tone and Essential Question paragraphs</u>
M	2. Class Discussion over essential questions 2 and 3 , tone, and "The Ways We Lie" using student chosen passages	
M	3. Answer Essential Question 2 or 3 in a paragraph using an example from literature, your observations or experience	
M	4. HW: Weekly assignments	
A	Day 15: 1. Introduce Fishbowl discussion technique for Monday	Vocabulary Assignment #2, Literary Terms/Rhetorical Devices Assignment #2 (Tone/Pathos)
A	2. Go over teacher definitions/examples for ethos and logos	
M	3. Workday for weekly assignments	
A, M, T	4. Hand out Individual Pentangle Assignment due Day 19 and being presented Day 20 – students create their own pentangle that represents their individual virtues	
M	5. HW: Weekly assignments; Individual Pentangle Assignment	

M	Day 16: 1. Return <u>Sir Gawain and the Green Knight Practice Essay</u> Final Draft with scores and comments so students can see what they need to improve	Fishbowl graded discussion
M	2. <u>Fishbowl for <i>Sir Gawain and the Green Knight</i></u> and non-fiction pieces	
A, M	3. Hand out <u>2012 AP Language and Composition Argument Essay</u>	
M, T	4. HW: Weekly assignments; Individual Pentangle Assignment; look over score and comments to see what you need to work on for timed writing tomorrow; read and break down prompt for <u>2012 AP Language and Composition Argument Essay</u>	
T	Day 17: 1. Timed Writing on <u>2012 AP Language and Composition Argument Essay</u>	<u>2012 AP Language and Composition Argument Essay</u> Timed Writing Rough Draft
M, T	2. HW: Weekly assignments; Individual Pentangle Assignment	
M	Day 18: 1. <u>AP Essay Self-Assessment</u> for timed writing essay	Self-Assessment, Peer-Assessment
M	2. <u>AP Essay Peer-Assessment</u> for timed writing essay and partner conference	
M, T	3. HW: Individual Pentangle Assignment due tomorrow	
M, T	Day 19: 1. Workday for final draft – revise, edit, and write final draft	Individual Pentangle Assignment
T	2. HW: <u>2012 AP Language and Composition Argument Essay</u> Final Draft	
M	Day 20: 1. Individual Pentangle Assignment Presentations	Vocabulary Assignment #3, Literary Terms/Rhetorical Devices Assignment #3 (Ethos/Logos), <u>2012 AP Language and Composition Argument Essay</u> Final Draft, Individual Pentangle Assignment Presentation
M	2. Unit Reflection	

Summer Reading Assignment for *Sir Gawain and the Green Knight* – AP Language

Requirements:

1. As you read, you should annotate your novel (to annotate is just to make marks/notes on the text). You can make notes directly onto the text by highlighting and writing in the margins. Or, if you prefer not to write on the text, then you can use something like sticky notes and place them on the pages. As a general rule, you should have at least 1 annotation per page, often with more for scenes that are richer or more in depth parts of the narrative. Possibilities for annotation (all are great, but I have highlighted ones that are more on an AP level – AP students should attempt some of these):

Highlight/Mark in the text:

- Character names and descriptions
- Setting (time, place, environment, weather, etc.)
- Vocabulary words you do not know
- Passages that show and/or connect to a theme in the text
- Passages that show major changes in characters
- Passages that are important and/or central to the text overall
- ***Use a color where the text underneath can still be easily seen, and be careful not to over-highlight! It should draw your attention to specific parts, not fill the page with color.

Write in the margins:

- Summarize chapters or sections so you will remember the basic outline later
- Make predictions about what will occur later in the text, especially if you see something that foreshadows (gives a hint or clue about) future events
- Ask questions about what is going on in the text
- Explain your personal reaction to/opinion of parts of the text
- Make connections to your own life, other literature you have read, media you have seen, or real world events
- Make inferences about the purpose of specific parts included or techniques used by the author
- Comment on any major themes, symbols, or motifs in the text
- Write about any patterns or repetitions you see in the text
- Make notes/comments about the form and structure of the text (meaning the way the work is arranged, the order of events, the format of the story, the style of narration, point of view, etc.)
- Make comments about the mood (emotional quality or feeling of the work) and/or tone (author or speaker's attitude towards what is going on) of the work
- Make comments about the author's style of writing, including diction (word choice) and/or syntax (word order/sentence structure)
- Make comments on the tools and techniques the author is using including selection of detail, figurative language (simile, metaphor, personification, etc.), imagery, etc.

2. As well, you will create a critical thinking response journal for your novel. You should use your annotations to help you create the journal. The format for this journal follows below:

CRITICAL THINKING RESPONSE JOURNAL FORMAT:

You will write **five (5)** journal responses that span the entire novel – they should not be just from the beginning or one part of the novel. Each entry should be a minimum of 1 page or longer excluding step 1 (the quote itself). For each entry, make sure that you include all of the following (a response of “I don’t know” or “I don’t have a personal connection/question/etc.” is not acceptable):

1. IMPORTANT QUOTE – 1 that reflects each of these 5 categories, Mood, Tone, Form/Structure, Writing Style/Diction/Syntax, Imagery/Figurative Language (for more information on the categories see the underlined bullets in the annotation suggestions):

Choose a quote from the novel that reflects one of the five categories and that you feel is important in some way. Make sure you choose the quote yourself and do not consult other sources to find and/or analyze it. Write out the passage and the page number, and label the quote clearly with the category. Don’t forget to put quotation marks around the excerpt and parentheses around the page number!

2. CONTEXT:

Describe the quote’s context. What is going on when this quote arises? Who is speaking and listening?

3. EXPLANATION:

Explain how the quote reflects the category you put it in. What qualities of the quote make it fit into the category, and what does the quote show about that category in particular?

4. INFERENCE AND SIGNIFICANCE:

What inferences can you make at this point based on this quotation? Meaning, what educated guesses can you make about what is going on in the quote? What conclusions can you draw from reading between the lines of the quote? What can you see is going on with the characters, mood, tone, setting, plot, etc.? From those inferences, also explain the importance of the quote to the scene and/or work as a whole. Why is it important? Is the quote significant because it foreshadows an upcoming event? Is it giving insight into character? Is it validating an earlier quote or event? Does it parallel an important thematic or structural element in the piece? What issues are addressed?

5. PERSONAL CONNECTION:

In what way do you have or can you see a personal connection to this quotation? How is it applicable to your life? What implications does it have in connection with your sense of your own identity?

6. QUESTIONS:

What question(s) do you have that spring from this quotation or your reading the novel at this point? Write any other question(s) that you could pose to your peers and/or teacher.

3. After completing the annotation and journal, you will complete the following assignment about your reading:

Decide on the author's overall purpose (his or her reason for writing) for the text. Possibilities include writing to entertain, to inform, to persuade, to critique, to complain, to explain, to reflect, to describe – sometimes to simply reveal a truth. Often, writers have a dual purpose. It is not enough to say to inform – to inform about what? To complain about what? To explain what?

Writing Prompt: Write an organized, multi paragraph analysis of how the author tries to achieve his or her purpose in the text. The analysis should not just explain, but also analyze whether the author succeeded in achieving his or her purpose or not. You should reference specific parts of the text, incorporating well-chosen quotes and examples to help prove your thesis and reasons.

Do your best on the writing assignment. It should be free of any errors and include all requirements. For grading purposes it will be considered as a rough draft, and we will use it in class as a basis for your first major writing piece of the year.

4. Finally, to start working with non-fiction, you will choose any two of the essays from the back of the book to read and annotate in the same manner as the book itself. After you complete that, in one paragraph per essay (no longer than 100 words each), clearly explain what you understand to be the author's argument.

Name: _____ Class: _____ Date: _____

AP Language Summer Reading Reflection

1. This summer for English class you read and annotated *Sir Gawain and the Green Knight* and completed a reading response journal, read/annotated/summarized two nonfiction essays, and completed a written response. In your opinion, how was the workload?

2. Were you able to successfully complete all of the assignments? Why or why not?

3. Which part or parts overall were the easiest? Circle one or more and tell me why you chose it/them.

Reading and comprehending Sir Gawain Annotation for Sir Gawain Response Journal for Sir Gawain
Reading/annotating/Summary of argument for nonfiction essays Writing assignment on author's purpose

4. Which part or parts overall were the hardest? Circle one or more and tell me why you chose it/them.

Reading and comprehending Sir Gawain Annotation for Sir Gawain Response Journal for Sir Gawain
Reading/annotating/Summary of argument for nonfiction essays Writing assignment on author's purpose

5. Were the Summer Reading Assignments directions clear? Did you understand what you were supposed to do? If so, then how so? If not, then why not?

6. Which assignment(s) (other than reading it) was/were most useful in helping you comprehend and analyze *Sir Gawain and the Green Knight*? Explain how the assignment(s) was/were the most helpful.

7. Which assignment(s) (other than reading it) was/were least useful in helping you comprehend and analyze *Sir Gawain and the Green Knight*? Explain how the assignment(s) was/were the least helpful.

8. How many/what types of reading would you recommend for next year's AP Language summer reading? Why?

9. How many/what types of assignments would you recommend for next year's AP Language summer reading? Why?

Annotating Text

Reading a book should be a conversation between you and the author. Presumably he or she knows more about the subject than you do; naturally, you'll have the proper humility as you approach him or her. But don't let anybody tell you that a reader is supposed to be solely on the receiving end. Understanding is a two-way operation; learning doesn't consist in being an empty receptacle. The learner has to question himself and question the teacher. He even has to argue with the teacher, once he understands what the teacher is saying. And marking a book is literally an expression of differences, or agreements of opinion, with the author.

There are all kinds of devices for marking a book intelligently and fruitfully. Here's the way I do it:

- **Underlining (or highlighting):** of major points, of important or forceful statements.
- **Vertical lines at the margin:** to emphasize a statement already underlined.
- **Star, asterisk, or other doo-dad at the margin:** to be used sparingly, to emphasize the ten or twenty most important statements in the book. (You may want to fold the bottom corner of each page on which you use such marks. It won't hurt the sturdy paper on which most modern books are printed, and you will be able to take the book off the shelf at any time and, by opening it at the folded-corner page, refresh your recollection of the book.)
- **Numbers in the margin:** to indicate the sequence of points the author makes in developing a single argument.
- **Numbers of other pages in the margin:** to indicate where else in the book the author made points relevant to the point marked; to tie up the ideas in a book, which, though they may be separated by many pages, belong together.
- **Circling or highlighting of key words or phrases.**
- **Writing in the margin, or at the top or bottom of the page, for the sake of:** recording questions (and perhaps answers) which a passage raised in your mind; reducing a complicated discussion to a simple statement; recording the sequence of major points right through the books. I use the end-papers at the back of the book to make a personal index of the author's points in the order of their appearance.

The front end-papers are to me the most important. Some people reserve them for a fancy bookplate. I reserve them for fancy thinking. After I have finished reading the book and making my personal index on the back end-papers, I turn to the front and try to outline the book, not page by page or point by point (I've already done that at the back), but as an integrated structure, with a basic unity and an order of parts. This outline is, to me, the measure of my understanding of the work.

If you're a die-hard anti-book-marker, you may object that the margins, the space between the lines, and the end-papers don't give you room enough. All right. How about using a scratch pad slightly smaller than the page-size of the book -- so that the edges of the sheets won't protrude? Make your index, outlines and even your notes on the pad, and then insert these sheets permanently inside the front and back covers of the book.

Or, you may say that this business of marking books is going to slow up your reading. It probably will. That's one of the reasons for doing it. Most of us have been taken in by the notion that speed of reading is a measure of our intelligence. There is no such thing as the right speed for intelligent reading. Some things should be read quickly and effortlessly and some should be read slowly and even laboriously. The sign of intelligence in reading is the ability to read different things differently according to their worth. In the case of good books, the point is not to see how many of them you can get through, but rather how many can get through you -- how many you can make your own. A few friends are better than a thousand acquaintances. If this be your aim, as it should be, you will not be impatient if it takes more time and effort to read a great book than it does a newspaper.

Selection from How to Mark a Book by Mortimer J. Adler, Ph.D.

More Suggestions for Text Annotations

Highlight/Mark in the text:

- Character names and descriptions
- Setting (time, place, environment, weather, etc.)
- Vocabulary words you do not know
- Passages that show and/or connect to a theme in the text
- Passages that show major changes in characters
- Passages that are important and/or central to the text overall
- ***Use a color where the text underneath can still be easily seen, and be careful not to over-highlight! It should draw your attention to specific parts, not fill the page with color.

Write in the margins:

- Define unfamiliar words; make the words real with examples from your experiences; explore why the author would have used a particular word or phrase.
- List vocabulary words on the back cover.
- Make connections to other parts of the book. Feel free to use direct quotations from the book.
- Make connections to other texts you have read or seen, including other books, stories, plays, songs, or poems.
- Write a brief summary at the end of each chapter or section.
- Draw a picture when a visual image is helpful.
- Re-write, paraphrase, or summarize a particularly difficult passage or moment.
- Make meaningful connections to your own life experiences.
- Describe a new perspective you may now have.
- Explain the historical context or traditions/social customs that are used in the passage.
- Offer an analysis or interpretation of what is happening in the text.
- Point out and discuss literary techniques that the author is using and comment on how they contribute to tone or meaning.
- Write an alternative title for each chapter or section.
- Make predictions about what will occur later in the text, especially if you see something that foreshadows (gives a hint or clue about) future events
- Ask questions about what is going on in the text
- Explain your personal reaction to/opinion of parts of the text
- Make inferences about the purpose of specific parts included or techniques used by the author
- Comment on any major themes, symbols, or motifs in the text
- Write about any patterns or repetitions you see in the text
- Make notes/comments about the form and structure of the text (meaning the way the work is arranged, the order of events, the format of the story, the style of narration, point of view, etc.)
- Make comments about the mood (emotional quality or feeling of the work) and/or tone (author or speaker's attitude towards what is going on) of the work
- Make comments about the author's style of writing, including diction (word choice) and/or syntax (word order/sentence structure)
- Make comments on the tools and techniques the author is using including selection of detail, figurative language (simile, metaphor, personification, etc.), imagery, etc.

Name: _____

Date: _____

AP Language Assertion Journal Assignment

Once every week-two weeks I will give you a quote, image, or video segment to practice various aspects of argumentation. You will respond in writing, incorporating all of the following requirements in the correct format:

Quote/Image/Video Segment

1. Include the date at the top, in the right margin of the page, and also include a title that has AJ and the number of the journal (i.e. #1, #2, #3, etc.).
2. Write the quote word for word, or summarize the image or video segment in one sentence.

Paragraph 1

1. Introduce the author and/or title.
2. Clearly explain the assertion/claim (the point being made/argued) using your own words.

Paragraph 2

1. Take a position on the assertion/claim by defending, challenging, or qualifying it.
 - a. Defend it – this means you agree with the assertion and support it
 - b. Challenge it – this means you disagree with the assertion and argue against it/try to disprove it
 - c. Qualify it – this means that you agree with parts and disagree with other parts of the assertion, and must specifically explain how, supporting the parts you agree with and arguing against/disproving the parts you do not agree with
2. Include one piece of evidence to support your argument – it must be SPECIFIC evidence, NOT a hypothetical example!
 - a. Reading – you can include evidence/examples from novels, poems, nonfiction pieces, etc. – anything of literary merit
 - b. Experience – you can include evidence/examples from your own personal experience, or from the experience of someone you personally know
 - c. Observation/Knowledge – you can include evidence/examples from your knowledge and/or observation of current events, popular culture, history, science, philosophy, theology, politics, technology, etc.
3. Provide commentary to explain how your evidence proves your own assertion/argument.

AJ #0

“There is only one success – to be able to spend your life in your own way.”

-Christopher Morley, U.S. author & journalist (1890 – 1957)

Christopher Morley, an early 20th century American author and journalist, wrote about success. He believed that an individual must be free to make his/her own choices and decisions about life in order to truly be successful.

Morley’s assertion is correct in describing the true meaning of success. Jo March, in the novel *Little Women* by Louisa May Alcott, refused to marry her wealthy neighbor Laurie, instead choosing to continue working in an effort to further her career. At the time it was a highly unorthodox move, but in the end Jo opens a school that becomes her passion, and also ends up finding a husband who she truly loves. In going against society’s pressure to marry early, Jo showed resolve in sticking to her own ideals. That resolve eventually led her to fulfill her dreams and become truly happy with her life, which is the only meaning of success that truly matters.

Challenge Example using personal experience:

...

Morley’s assertion falsely describes success. Success in our current society is thought of mainly in relation to career achievement. Many people achieve success through organizations and companies, and often they are not able to do everything their way if they want to succeed. When I worked for a venture capital company, there was a partner there named Mark. He was difficult to work with on projects, never willing to compromise on anything. On one quarterly report project we had to complete, he refused to take input from the rest of team because he wanted to do the report the way he felt was best. This caught the attention of our boss, and he soon became known for his unwillingness for teamwork. He lost his job less than a year later as teamwork was an important part of completing tasks for the company. He was not able to achieve success doing a job he loved because he was stubbornly wanted to “spend life in [his] own way.”

Qualification Example using observation:

...

Morley’s assertion is true in that success involves freedom of personal choice; however, there is not only one type of success. Personal success requires that an individual choose his/her own course, but professional success often requires compromising and working with others instead of dogmatically sticking to your own beliefs and way. In his own lifetime the now famous philosopher Socrates was not seen as professionally successful. In fact, he was so unliked and unsuccessful that he was put on trial and sentenced to death. Although he succeeded personally in living as he wished to live and thinking how he wished to think, during his lifetime he was highly unsuccessful professionally for the very same reasons. Living your own way can help win success, but it can also help lose it.

Introduction to Rhetoric

What is rhetoric?

- Rhetoric is the art of writing and speaking effectively.
- It includes study of the techniques, principles, and rules of composition for writing and speaking.
- It is related to argument (a speech or composition intended to convince or persuade; persuasive discourse/communication)

Arguments of Fact

- Arguments of fact state that something is or is not the case.
- Causal arguments – one event or condition leads to another or is likely to
- Examples:
 - AP students do better in college
 - Computers enhance learning in the classroom
 - Media is responsible for the shortening of the attention span

Arguments of Value

- Arguments of value state that something is or is not desirable.
- They involve evaluations of quality or worth according to accepted criteria.
- Examples:
 - The Grapes of Wrath is a novel of merit.
 - Preemptive war is not a justifiable practice.
 - Bill Clinton was not a good president.

Arguments of Policy

- Arguments of policy state that something should or should not be done.
- These arguments involve making recommendations for practice or implementation.
- This kind of argument will naturally contain components of the other 2 types of arguments (often included as support).
- Examples:
 - Minimum wage should be increased.
 - Adventures of Huckleberry Finn should be a part of the high school curriculum.
 - The designated hitter should be eliminated from baseball.

Examples (try these on your own, silently):

- Smoking should be banned from public places.
- Health concerns should take precedence over profit.
- Cigarette smoke in the air causes cancer.
- Traditional marriage is the only true marriage.
- Texting can lead to poor grammar and spelling.
- More students should have access to AP classes.

Homework:

- You will need to come up with 3 argument examples of your own, one of each type.
- Write the argument, and beneath it write a 1-3 sentence explanation that shows why your argument is the type you say it is
- AP – you also must include (for each argument) which way you would argue, and 1 piece of evidence or support you would use to argue it.

Name: _____ Class: _____ Date: _____

Vocabulary Enrichment Assignment

Each week you will add five new words to your vocabulary. These words may come from news reports on TV, the newspaper, an SAT or AP list, the novels or other readings from English, the readings from other classes, your personal reading, etc. You must choose words that are new or unfamiliar to you, and you should try to choose words that you could use in your speech and writing (not words that are so unheard of or little known that you would sound ridiculous using them).

The assignment will be turned in every week on _____.

Format and Parts needed:

1. Denotation of the word (dictionary definition) and part of speech
2. Source (If from a text, then the quote with Title, Author, and Page/Line #; if from a list, cite which list)
3. General connotation(s) of the word (associated emotional meanings of the word – you can put positive, negative, or neutral, and explain)
4. Synonym(s) and Antonym(s)
5. Write 3 sentences using any of the words, and using 3 of the following syntactical constructions. They can all be found in your Degen (blue) book. You must label each sentence with the name from below:
 - Adverb Subordinate Clause (ADVSC)
 - Adjective Subordinate Clause (ADJSC)
 - Noun Subordinate Clause (NSC)
 - Participial Phrases as Adjectives (PrPP and PaPP)
 - Absolute Phrase (AbP)
 - Gerund Phrases as Nouns (GP)
 - Infinitive Phrases as Adverbs, Adjectives, Nouns (ADV-IP, ADJ-IP, N-IP)
 - Appositive Phrase (AP)
 - Compound Sentence
 - Complex Sentence
 - Compound-Complex Sentence

Grading:

1st time plagiarism will result in an irreversible zero for the week; 2nd time plagiarism will result in an irreversible zero for the full assignment for the quarter, and will have significant consequences for the final grade. You will be given a ✓, ✓+, or ✓-, and these grades will be transferred into an ESSAY grade at the end of each quarter. A “0” will be given each time this assignment is not completed. It takes 4 “✓+”s to make up for one “0.” Think, look, do, learn!

ENRICH YOUR WRITING. WOW ME!

Name: _____ Class: _____ Date: _____

AP Language Rhetorical Devices and Literary Terms Glossary Assignment

Every discipline employs a special vocabulary; rhetoric is no exception. Rhetorical analysis is based in part on the assumption that writing is a purposeful activity—that authors select their words carefully to achieve intended effects. Good writing is not an accident—the speeches, letters, essays, and works that endure do so because they were crafted with care. During this semester you will familiarize yourself with some of the terminology that is used in both writing and evaluating rhetoric. To that end, you will be creating a glossary of rhetorical devices and literary terms that you encounter in your reading. You will submit **two** entries per week.

The assignment will be turned in every week on _____.

Grading:

- You will be given a ✓, ✓+, or ✓-, and these grades will be transferred into an ESSAY grade at the end of each quarter. A “0” will be given each time this assignment is not completed. It takes 4 “✓+”s to make up for one “0.” Think, look, do, learn! ENRICH YOUR WRITING. WOW ME!
- 1st time plagiarism will result in an irreversible zero for the entry; 2nd time plagiarism will result in an irreversible zero for the full Literary Terms Glossary Assignment for the quarter, and will have significant consequences for the final grade.

Guidelines:

- You will submit two entries per week
- All entries must follow the correct format and be TYPED or VERY NEATLY HANDWRITTEN to be graded
- Entries not following the correct format or conventions will be returned for one opportunity for revision.

Format for Glossary Entries

Term: Definition of the literary device selected (written in a way that is easy for you to understand)

Teacher Example: Quotation, followed by source, including author and page/line number

Your Example: Quotation, followed by source, including author and page/line number

Function: Include the title in the 1st sentence here. Discuss your example. What is the author’s purpose in employing this language resource at this point in the work? How does this particular device enhance what the writer is attempting to convey? You may wish to provide commentary on theme, character, setting or some other issue in explaining how this device functions in your example and the larger work (significance to the work as a whole).

Helpful Information:

1. **Citation:** Be sure to use the following conventions:

a. Include the page number for a novel/essay/speech/etc., the line number for a poem, and the act/scene/line number for a play. Include the author's name and the title in the "Function" section of your write up.

b. Put quotation marks around the entire quotation, but not around the citation.

c. Follow MLA format for any other issues including the use of ellipses.

2. **Conventions:** You must proofread your entry carefully. At the third conventions error, I will stop grading, mark it and return it to you with no credit and the opportunity for one revision.

3. **Function Discussion:** Your function discussion will be most effective if you include the three Cs:

a. **Context:** Provide a context for your quotation. This does not mean extended plot summary, but rather the general circumstances introducing the quotation. Assume the reader has passing familiarity with your text.

b. **Assertion:** Specifically address the device you are examining and what it is doing in the quotation. Use present tense and active voice in referring to the device.

c. **Evidence:** Reference text from your quote specifically.

d. **Commentary:** Provide the commentary explaining how the literary device works in the passage/novel/poem and how this contributes to larger aspects of the literary work (to the work overall). Consider why the author elected to use this device and how it advances some artistic purpose in the work. Beware of using *general specifics*. Effective discussion will begin with the *what* and proceed quickly and perceptively to the *where* and the *why*.

Example:

Anaphora: The repetition of a word or phrase at the beginning of successive phrases, clauses or lines

Teacher Example: “I have a dream that one day this nation will rise up and live out the true meaning of its creed: ‘We hold these truths to be self-evident, that all men are created equal.’ I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.” (Martin Luther King, Jr.’s I Have a Dream Speech, Paragraph 13-14)

Student Example: “Let there be justice for all. Let there be peace for all. Let there be work, bread, water and salt for all. Let each know that for each the body, the mind and the soul have been freed to fulfill themselves.” (Nelson Mandela’s inaugural speech, Paragraph 27-30)

Function: Nelson Mandela’s inauguration speech is a celebratory speech; in this quote he looks forward and gives directives about the kind of life he wants to help create and maintain for his people. Mandela uses anaphora to express his hope for the people of South Africa. Mandela’s tone is inspirational, uplifting, and commanding. In this segment, he speaks of the hope that South Africa will build peace, prosperity, and democracy—launching an era without racism and iniquity. The repetition of “Let there be” makes this section sound like a biblical command, creating inspiration to all who hear or read his speech and setting a mood of change. The anaphora reinforces that “peace,” “justice,” “work,” “bread,” “water,” and “salt” are essential human rights, and the repeated word “let” suggests that these essential rights will now be permitted for all. Finally, by beginning the fourth sentence with “Let each know,” Mandela echoes the earlier commands, while asserting that these rights are no longer mere wishes: now, each man and woman in South Africa will have the opportunities so long denied to them. Through his use of anaphora, Mandela creates an inaugural speech that truly conveys the pride and possibilities he feels for South Africa upon his election.

[Please note that the example uses AEC. After giving the context, the student first provides an Assertion that includes both the term/technique and a sense of what the term/technique accomplishes in this context. Next, the student provides Evidence and interpretation that illustrates the concept of the term/technique. Finally, the student gives Commentary by carefully discussing what the term/technique specifically reveals or implies—the connection to the larger significance or larger meaning of the work.]

9-Point AP Rubric for Argument

High Score (8-9): Successful and Effective

9: Essays earning a score of 9 meet the criteria for essays that are scored an 8 and, in addition, are especially sophisticated in their argument, thorough in their development, or impressive in their control of language.

8: Essays earning a score of 8 effectively develop a position and address all the tasks of the essay prompt. The essay has sound and logical organization, and the evidence and explanations used are appropriate and convincing. Overall the argument is thorough, compelling, coherent and well-developed. The writing demonstrates stylistic sophistication (such as varied sentence structure, articulate diction, etc.), and control over the elements of effective writing (such as spelling, grammar, etc.), although it is not necessarily flawless.

Medium-High Score (6-7): Satisfactory and Adequate

7: Essays earning a score of 7 meet the criteria for essays that are scored a 6 but are distinguished by more complete explanation, more purposeful argumentation, more thorough development, or a more mature prose style.

6: Essays earning a score of 6 adequately develop a position and address the tasks of the essay prompt; they complete the tasks of the essay topic well - they show some insight but usually with less precision and clarity than 8-9s. The essay has logical organization, and the evidence and explanations used are appropriate and sufficient. Overall the argument is coherent and adequately-developed. The writing may contain a few lapses in style or mechanics (such as diction, syntax, grammar, etc.), but the essay is generally well written.

Medium Score (5): Limited and Inconsistent

5: Essays that earn a medium score develop a position and address the tasks of the essay prompt in a limited way. The analysis, evidence, and commentary used may be limited, lack depth and merely state the obvious; they also are frequently uneven or inconsistent. Sometimes oversimplification of the issue(s) minimizes this essay's effectiveness. The writing may be more simplistic, and may contain lapses in style or mechanics (such as diction, syntax, grammar, etc.) but generally conveys the writer's ideas.

Medium-Low Score (3-4): Inadequate and Weak

4: Essays earning a score of 4 inadequately develop a position and address the tasks of the essay prompt. The evidence and explanations used are inappropriate, insufficient, or less convincing. The argument may also have lapses in coherence and not be well developed, summarizing the passage's ideas instead of analyzing them. The writing generally conveys the writer's ideas but may be less mature and consistent 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 developing their own position, or less maturity in control of writing.

Low Score (1-2): Little Success

2: Essays earning a score of 2 demonstrate little success in developing a position and addressing the tasks of the essay prompt. These essays may misunderstand the prompt, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The writing often demonstrates consistent weaknesses such as grammatical errors, a lack of development or organization, or a lack of coherence and control.

1: Essays earning a score of 1 meet the criteria for the score of 2 but are especially incoherent or undeveloped, simplistic in their explanation or argument, or weak in their control of language.

0: Essays earning a score of zero (0) are off topic, on-topic responses that merely repeat the prompt, a crossed out response, a drawing, or a response in another language.

Level 1 Grade Conversion*	Level 2 Grade Conversion	Level 3 Grade Conversion
9 = 96-100 8 = 93-95 7 = 90-92 6 = 86-89 5 = 83-85 4 = 80-82 <u>3 = 70-79</u> 2 = 60-69 1 = 50-59	9 = 95-100 8 = 90-94 7 = 85-89 6 = 80-84 5 = 75-79 <u>4 = 70-74</u> 3 = 60-69 2 = 50-59 1 = 30-49	9 = 95-100 8 = 90-94 7 = 85-89 6 = 80-84 <u>5 = 70-79</u> 4 = 60-69 3 = 50-59 2 = 30-49 1 = 0-29

***These grade conversions are progressive, and can and might be adjusted over the course of the unit and year according to the ability and progress shown by the students.**

Name: _____

Period: _____

Date: _____

Sir Gawain and the Green Knight Practice Essay

Consider the distinct perspective expressed in the following statement:

It is clear then that there can be no redemption without fault, just as one is unable to return from exile without first being sent into one. One's worth is only so much greater after a return from a fall, since if one is flawless, one has nothing to gain and therefore nothing to teach to others.

Think about the implications of this view of the value of fault and redemption in relation to the text we have just read, *Sir Gawain and the Green Knight*, as well as in relation to modern society. Then write a well-organized essay that defends, challenges, or qualifies this claim about the worth of man in relation to a fall. Support your argument with specific, appropriate evidence and examples.

AP Language Argument Essay

Essay Basics
Timed Writing Timeline
What makes good evidence?

Elements of Essays:

- Thesis
 - The main point you are trying to make and/or the controlling idea which ties all of the other elements in the paper together
- Assertion/Claim (topic sentence)
 - Statement of opinion, interpretation, or judgment that supports the thesis
- Evidence/Support
 - Statistics, examples, paraphrased or summarized information, facts, details, and/or direct quotes that provide specific support for the assertion
- Commentary
 - Your explanation and interpretation of the evidence
 - Your critical thinking about **how** the evidence supports the assertion, and how both connect to and support the thesis.

Timed Writing Timeline:

- **1st 10 minutes:**
 - Read the prompt
 - Analyze/deconstruct the prompt by marking it and/or taking notes on it
 - Brainstorm ideas for your essay (listing, webs, etc.)
 - Plan out your essay (outline, listing, webs, etc.)
- **25 minutes:**
 - Write your essay based on your planning, adjusting as necessary
 - Revise as much as you can as you go
- **Last 5 minutes:**
 - Re-read back over your essay
 - Revise and edit as you go, correcting as many things as you can
 - Especially look for glaring mistakes and confusing/awkward parts

**Stay on track and do not waste any time;
use all of the time you have available!**

Sample AP Language Argument Prompt:

The following assertion is from “The Ways We Lie” by Stephanie Ericsson:

It’s not easy to entirely eliminate lies from our lives. No matter how pious we may try to be, we will still embellish, hedge, and omit to lubricate the daily machinery of living. But there is a world of difference between telling functional lies and living a lie. Martin Buber once said, “The lie is the spirit committing treason against itself.” Our acceptance of lies becomes a cultural cancer that eventually shrouds and reorders reality until moral garbage becomes as invisible to us as water is to a fish.

Write an essay in which you defend, challenge, or qualify Ericsson’s views on lying. **Use specific, appropriate evidence to develop your argument from your reading, experience, or observation.**

What does it mean to offer evidence from your observations, experience, or reading?

Observation-you are expected to use observations you have made about the world/human nature to support your stance

Experience-you are expected to use personal experience to support your stance.

Reading- you are expected to use examples from things you have read to support your stance on the quote.

What does it mean to offer evidence from your observations, experience, or reading?

Observation = Knowledge

Use your knowledge of any specialized subject, such as:

- history
- current events
- science
- technology
- music
- sports
- human behavior

What does it mean to offer evidence from your observations, experience, or reading?

Experience = personal background

Use your knowledge of your life, such as:

- events/experiences in your life
- events/experiences in the life of someone you know personally
- relationships in your life
- relationships in the life of someone you know personally
- hardships in your life
- hardships in the life of someone you know personally
- triumphs in your life
- triumphs in the life of someone you know personally

What does it mean to offer evidence from your observations, experience, or reading?

Reading = academically appropriate literature

Use your knowledge of any appropriate literature, such as:

- newspaper articles
- novels
- novellas
- short stories
- poems
- academic texts (science, history, math, etc.)
- non-fiction prose

Name: _____

Period: _____

Date: _____

Timed Writing Reflection

Today in class we did our first timed writing of the year. This reflection is designed to help you be introspective and think back on your performance. This will help me see where you are at in terms of timed writing skills, and will hopefully help you see where you are in your skill progression and what you can work on to improve.

1. Have you ever done timed writing for a class or test before today? Describe your experience with timed writing prior to now.

2. How did you feel about the amount of time you had to complete the essay? Was it too much, just enough, or too little? Why?

3. How successful do you feel you were on the timed writing essay? Why?

4. How do you feel you did on this timed writing assignment in comparison to the last one you did? Why?

5. What could have helped you in this timed writing assignment to do better? Explain.

6. What is a skill you know you are good at when it comes to writing in a timed setting? Why?

7. What is a skill you know you struggle with when it comes to writing in a timed setting? Why?

8. What is a skill you know you have improved on when it comes to writing in a timed setting? Why and how?

9. What can I do to help you the most in the future with your timed writing skills? Explain.

Possible Fishbowl Topics for Sir Gawain:

1. Fear does not and should not affect how people make decisions.
2. There is no value in making mistakes.
3. Sir Gawain's worth was greater after his redemption from his fall.
4. Mistakes and fault are personal matters only.
5. Honor and virtue/morality are personal matters only.
6. Sir Gawain didn't deserve the mercy he received from the Green Knight.
7. Some people use forgiveness as an excuse to make bad decisions.
8. An honorable and virtuous person should act according to their moral code no matter what.
9. A person is less trustworthy after they make a mistake.
10. The Lady and Lord of the house Gawain visited were more at fault than Gawain.

Name: _____

Period: _____

Date: _____

2012 AP Language and Composition Free Response Question 3 (Argument Essay)

Consider the distinct perspectives expressed in the following statements.

If you develop the absolute sense of certainty that powerful beliefs provide, then you can get yourself to accomplish virtually anything, including those things that other people are certain are impossible.

William Lyon Phelps, American educator, journalist, and professor (1865–1943)

I think we ought always to entertain our opinions with some measure of doubt. I shouldn't wish people dogmatically to believe any philosophy, not even mine.

Bertrand Russell, British author, mathematician, and philosopher (1872–1970)

In a well-organized essay, take a position on the relationship between certainty and doubt. Support your argument with appropriate evidence and examples.

Name: _____

Period: _____

Date: _____

AP Essay Self-Assessment

1. Read your own essay. Correct any misspellings and/or grammar mistakes you see as you go. You might have to read it more than once to complete the revision and editing.

2. Identification – identify the following parts of your essay in short phrases or sentences:

a. Thesis: _____

b. Supporting assertions/evidence: _____

c. Structure – how did you end up organizing your essay? Was it the same as your plan? Make a short outline below and explain:

3. Commentary

- a. What is the strongest part of the essay and WHY? (It can be a paragraph, an idea, a skill/technique, etc.)

- b. What is one area where the essay could use improvement and WHY? (Same as above.)

- 4. Rating – using the AP Essay Rubric, rate your essay on the scale from 1-9. Then write a paragraph explaining **WHY** you rated your essay this way, and **what can be done to raise your rating to the next level**. You should be very specific and **use the exact language of the rubric** to help you accomplish this. **Remember that you are not, under any circumstances, to be cruel or put yourself down.** However, your goal is also not to be insincere and say that your paper is perfect. We all have areas we need to work on. The point of this part of the self-assessment is to accurately and honestly rate your own essay in order to give yourself **constructive feedback**, so that you can use it to improve your essay and your future writing skills.

Rating on a Scale of 1-9: _____

Rationale (reasoning as to why you rated the essay that way):

Peer Revision for: _____ Period: _____ Date: _____

Peer Revision done by : _____

AP Essay Peer-Revision

1. Read your partner's essay. Correct any misspellings and/or grammar mistakes you see as you go. You might have to read it more than once to complete the revision and editing.

2. Identification – identify the following parts of their essay in short phrases or sentences:

a. Thesis: _____

b. Supporting assertions/evidence: _____

c. Structure – how did he or she organize the essay? Make a short outline below:

3. Commentary

a. What is the strongest part of the essay and WHY? (It can be a paragraph, an idea, a skill/technique, etc.)

b. What is one area where the essay could use improvement and WHY? (Same as above.)

4. Rating – using the AP Essay Rubric, rate the essay on the scale from 1-9. Then write a paragraph explaining **WHY** you rated the essay this way, and **what can be done to raise the rating to the next level**. You should be very specific and **use the exact language of the rubric** to help you accomplish this. **Remember that you are not, under any circumstances, to be cruel or put anyone down.** However, your goal is also not to be insincere and say that the paper is perfect. We all have areas we need to work on. The point of this is to accurately and honestly rate the essay in order to give **constructive feedback**, so that your partner can use it to improve the essay and his or her future writing skills.

Rating on a Scale of 1-9: _____

Rationale (reasoning as to why you rated the essay that way):
