**AP Language Readings from *The American Experience***

**Theme:** Unit 1: A Gathering of Voices

**Required:** *Sinners in the Hands of an Angry God* by Jonathan Edwards

For the required essay, you must answer in full essay format the following question:

A good speaker must have a clear sense of his or her audience in order to deliver the most effective speech possible. In a well-organized essay, discuss how the sermon demonstrates Edwards’s awareness and understanding of his Puritan audience. Learn more about the Puritans on pp. 4-13.

**Choose 1:**

William Bradford, from *Of Plymouth Plantation* pp. 57-65

Benjamin Franklin, from *The Autobiography* pp. 136-146

Olaudah Equiano, from *The Interesting Narrative of the Life of Olaudah Equiano* pp. 169-175

John & Abigail Adams, Letters pp. 180-185

For the choice essay, you must briefly answer the following questions:

* Analyze the text using SOAPSTone.
* Write a thesis statement for a prompt that asks you to analyze the strategies the author uses to achieve the purpose.
* Write a theme statement that combines ideas from both the required and choice texts.

**DO NOT place your name on the response.**

**Paper assignment due to Turnitin.com on Thursday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Review a peer’s essay for a peermark assignment due in Turnitin.com on Tuesday, \_\_\_\_\_\_\_\_\_\_\_\_.**

**Revised essay due to Turnitin.com on Friday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Multiple Choice over *Sinners in the Hands of an Angry God* on Friday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

You will want to be familiar with the following terms found on the MC test:

ebb

 inevitable

 imminent

 elation

 merriment

 obligation

 syntax

allusions

emphatic

diction

aggrieved

relentlessness

wrath

metaphor

anaphora

repent

compassion

congregation

complacency

personification

alliteration

euphemism

simile

repetition

**AP Language Thematic Readings Rubric**

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
|  | **Standard** | **2****Emerging** | **4****Meets** | **5****Exceeds** |
| **Required****Text** | **INTERPRETATION OF PROMPT AND/OR PASSAGE*** **CBAPELC LO1**—analyze and interpret samples of good writing, **identifying and explaining** an author’s use of **rhetorical strategies and techniques**
 |  |  |  |
| **REASONS AND EVIDENCE*** **CBAPELC LO3**—**create and sustain arguments** based on readings, research, and/or personal experience
* **CBAPELC S4**—A balance of generalization and specific, illustrative **detail**
 |  |  |  |
| **ORGANIZATION*** **CBAPELC S3**—Logical **organization**, enhanced by specific techniques to increase **coherence**, such as repetition, transitions, and emphasis
 |  |  |  |
| **RHETORICAL DEVICES AND MATURE STYLE****At least 1 device underlined & labeled.** **Limited “to be” verbs and boring diction.*** **CBAPELC S5**—An effective use of **rhetoric**, including controlling **tone**, establishing and maintaining **voice**, and achieving appropriate emphasis through diction and sentence structure
* **CBAPELC LO2**—apply effective **strategies** and techniques in their own writing
 |  |  |  |
| **GRAMMAR AND USAGE*** **CBAPELC LO6**—demonstrate understanding and mastery of **standard written English** as well as stylistic maturity in their own writings
* **CBAPELC S2**—A variety of **sentence structures**, including appropriate use of subordination and coordination.
 |  |  |  |
| **VOCABULARY INCORPORATION****At least 1 vocabularyword underlined.*** **CBAPELC S1**—A wide-ranging **vocabulary** used appropriately and effectively
 |  |  |  |
| **QUOTATION LEAD-INS AND CITATION*** **CBAPELC LO7**—demonstrate understanding of the conventions of **citing primary and secondary sources**
 |  |  |  |
| **Choice** **Text** | **RHETORICAL SITUATION*** Speaker, Occasion, Audience, Purpose, Subject, Tone
 |  |  |  |
| **THESIS STATEMENT on AUTHOR’S STRATEGIES*** Tropes, Schemes, Appeals
 |  |  |  |
| **THEME STATEMENT*** Combines both readings
 |  |  |  |

**Total \_\_\_\_\_\_\_ / 50**