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

**Theme:** Unit 2: A Growing Nation

**Required:** from *Walden* by Henry David Thoreau: bio p. 377, pp. 379-387

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

Argument Essay: In *Walden*, Henry David Thoreau wrote, “a man is rich in proportion to the number of things which he can afford to let alone.” In a well-organized essay, using your own reading, observation, and/or experience to support your position, defend, challenge, or qualify the validity of Thoreau’s assertion.

**Choose 1:**

* from *Nature* and From *Self-Reliance* by Ralph Waldo Emerson: bio p. 365, pp. 367-370
* preface to *Leaves of Grass* and *Song of Myself* by Walt Whitman: bio p. 422-423, pp. 426-431
* from *Civil Disobedience* by Henry David Thoreau: bio p. 377, pp. 388-391

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 *Walden* on Friday, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

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

Pun

Aphorism

Conceit (literary term)

Anaphora

Chiasmus

Paradox

Syllogism

Synedoche

Auditory

Gustatory

Olfactory

Tactile

Oxymoron

Euphemism

Epithet

Philosophical

Detached

Didactic

Scholarly

Tautology

Hyperbole

Parable

Syllepsis

Myriad

Engender

**AP Language Thematic Readings Rubric**

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Theme/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**