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

**Theme:** Unit 3: Division, Reconciliation, and Expansion

**Writing Skill:** Narrative

**Required Reading:** Read ALL of the following texts.

Primary Source Documents pp. 494-503

* from *Mary Chesnut’s Civil War* by Mary Chesnut
* *Recollections of a Private* by Warren Lee Goss
* *A Confederate Account of the Battle of Gettysburg* by Randolph McKim

Narrative Documents

* from *My Bondage and My Freedom* by Fredrick Douglass pp. 519-527
* from *Life on the Mississippi* by Mark Twain pp. 566-574

Poem Selection

* We Wear the Mask by Paul Laurence Dunbar p. 638

**Narrative Essay:**

Using the information about life in America between 1850-1914 that you have gathered by reading several narratives from the period, write an original narrative from the perspective of the speaker of Dunbar’s poem *We Wear the Mask*.

* + Effectively establish a situation, one or more points of view, and introduce a narrator and/or characters
	+ Create a smooth progression of events
	+ Effectively use multiple narrative techniques such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters
	+ Use a variety of techniques consistently to sequence events that build on one another
	+ Use precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events
	+ Provide a conclusion that follows from the narrated experiences or events
	+ Integrate ideas and details from source material effectively
	+ Have very few or no errors in usage and/or conventions that interfere with meaning

**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 selections from Fredrick Douglass and Sojourner Truthon Friday, \_\_\_\_\_\_\_.**

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

Parallel Syntax, Figurative Language, Vernacular Expressions, Zeugma, Understatement, Metaphor, Hyperbole, Antithesis, Oxymoron, Irony, Subjective, Objective, Impassioned, Irate, Naïve, Polemic, Complex Sentence, Metonymy, Personification, Anaphora, Allusion, Connotation, Shrewd, Reproach , Indifference, Grudging, Reflective, Depravity, Judicious

**AP Language Narrative Writing Rubric EOC style**

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

This rubric examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.

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| **Points** | **Criteria** |
| **4 A****99****95****92****90** | The student’s response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus. * Effectively establishes a situation, one or more points of view, and introduces a narrator and/or characters
* Creates a smooth progression of events
* Effectively uses multiple narrative techniques such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters
* Uses a variety of techniques consistently to sequence events that build on one another
* Uses precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events
* Provides a conclusion that follows from the narrated experiences or events
* Integrates ideas and details from source material effectively
* Has very few or no errors in usage and/or conventions that interfere with meaning
 |
| **3 B****89****85****82****80** | The student’s response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.* Establishes a situation, a point of view, and introduces one or more characters
* Organizes events in a clear, logical order
* Uses narrative techniques such as dialogue, description, pacing, reflection, and plot to develop experiences, events, and/or characters
* Uses words and/or phrases to indicate sequence
* Uses words, phrases, and details to convey a picture of the events
* Provides an appropriate conclusion
* Integrates some ideas and/or details from source material
* Has few minor errors in usage and/or conventions with no significant effect on meaning
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| **2 C****79****77****75** | The student’s response is an incomplete or oversimplified narrative based on a text as a stimulus.* Introduces a vague situation and at least one character
* Organizes events in a sequence but with some gaps or ambiguity
* Attempts to use a narrative technique such as dialogue, description, reflection, and plot to develop experiences, events, and/or characters
* Inconsistently uses occasional signal words to indicate sequence
* Inconsistently uses some words or phrases to convey a picture of the events
* Provides a weak or ambiguous conclusion
* Attempts to integrate ideas or details from source material
* Has frequent errors in usage and conventions that sometimes interfere with meaning
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| **1 D/F****73****70****65** | The student’s response provides evidence of an attempt to write a narrative based on a text as a stimulus.* Response is a summary that includes narrative techniques in the summary
* Provides a weak or minimal introduction
* May be too brief to demonstrate a complete sequence of events
* Shows little or no attempt to use dialogue or description
* Uses words that are inappropriate, overly simple, or unclear
* Provides few if any words that convey a picture of the events, signal shifts in time or setting, or show relationships among experiences or events
* Provides a minimal or no conclusion
* May use few if any ideas or details from source material
* Has frequent major errors in usage and conventions that interfere with meaning
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