

### AP Assignments for *Ceremony* Unit

Hello AP Lit and Comp Students! I hope this finds you well! I wanted to encourage you to keep reading your current novel *Ceremony* by Leslie Marmon Silko and inform you about upcoming assignments. —Mrs. Hill

#### Unit Location

Since our book does not have chapters (its format emulates a ceremony rather than a traditional American novel), I divided the book in three sections. Most of you completed dialectical journal entries for sections one and two before the break. **If you have not completed this work for section two, do so as soon as possible and email your assignment to me.** (Some of you were absent on the last week of school, so I'm putting the grade in Quarter 4, not Quarter 3.). If you do not have your dialectical journal handouts, you will find copies posted on our school webpage and Facebook Page (same place where you probably found this handout! :)

#### Due Dates

The Due Date for Dialectical Journal, Part 3, has been changed from March 27 to **April 6**. The Due Date for your paper on *Ceremony* will be **April 8**. Please read the directions below. The first part of this assignment should only take 40 minutes—so that you can practice for the AP Timed-Writing Test. The second part involves assessing your own work. Take time to read the AP Nine-Point Rubric and re-assess what you have written. The more you put into the second part of this assignment, the better prepared you will be for the actual AP test.

#### Help? Questions? Concerns?

Please contact me. I am here for you. The best way is to email me at [lunts@centralschools.org](mailto:lunts@centralschools.org)

I also created a [remind.com](https://www.remind.com) account for our class:

<https://www.remind.com/join/8cdhf6>

#### Thematic Concepts for Dialectical Journal Entries

I suggested that you concentrate on a major theme when choosing your quotes for your dialectical journal. You will notice that *alienation* is a thematic concept that is illustrated in different ways. For example, Tayo feels alienated from other around him because of his mixed heritage. He also feels alienated because he suffers from PTSD. As you read, notice how Tayo's unique personality alienates him from others. For example, he doesn't buy into popular culture the way his friends do. He sees beyond the surface, and his lack of superficiality sometimes alienates him from others. **So, I'm adding *alienation* to our list. You may also find other thematic concepts that you can add. Please feel free to use your own ideas when completing your journal entries. I look forward to learning from you when we are able to discuss the novel.**

#### Learning Outcome

Be prepared to write a paper based on your interpretation of the novel. The original plan was to begin with a timed-writing after spring break. However, I decided to assign this differently

(due to our current circumstances). You can begin the work now if you are finished with the novel. You will be writing a paper on an AP Test Question 3 Free Response prompt. You will also be scoring your paper and answering evaluative questions. Please follow these guidelines:

**Step One:** write as if you are in a timed-writing test. Time yourself for 40 minutes and respond to the following AP Test Prompt:

### **Question 3 Prompt**

(Suggested time—40 minutes)

“And, after all, our surroundings influence our lives and characters as much as fate, destiny or any supernatural agency.” Pauline Hopkins, *Contending Forces*

Choose a novel or play **[Choose *Ceremony* for this assignment.]** in which cultural, physical, or geographical surroundings shape psychological or moral traits in a character. Then write a well-organized essay in which you analyze how surroundings affect this character and illuminate the meaning of the work as a whole.

Do not merely summarize the plot.

**Step Two:** grade your essay according to the AP Nine-Point Rubric. Give yourself a score and be ready to justify it. Answer these questions:

1. What score would you get according to the Nine-Point Rubric?
2. What are your strengths according to the rubric?
3. What is one thing you would like to work on to get a higher score?

**Reminder: your paper and your assessment will be due on April 8, 2020.**

### **AP Nine-Point Rubric**

The score reflects the quality of the essay as a whole — its content, style, and mechanics. Students are rewarded for what they do well. The score for an exceptionally well-written essay may be raised by 1 point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a 3.

**9–8** These essays offer a well-focused and persuasive analysis of how cultural, physical, or geographical surroundings shape psychological or moral traits in a character and illuminate the meaning of the work as a whole. Using apt and specific textual support, these essays analyze how the character responds to, or is shaped by, his or her surroundings. Although they may not be error-free, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Essays scored a 9 reveal more sophisticated analysis and more effective control of language than do essays scored an 8.

**7–6** These essays offer a reasonable analysis of how cultural, physical, or geographical surroundings shape psychological or moral traits in a character and illuminate the meaning of the work as a whole. They analyze how the character responds to, or is shaped by, her or his surroundings. Although these responses have insight and understanding, their analysis is less thorough, less perceptive, or less specific in supporting detail than that of the 9–8 essays. Essays scored a 7 present better developed analysis and more consistent command of the elements of effective composition than do essays scored a 6.

**5** These essays respond to the assigned task with a plausible reading, but they tend to be superficial or thinly developed in analysis. They often rely on plot summary that contains some analysis, implicit or explicit. Although these responses display an attempt to discuss how a character is shaped by his or her surroundings and how these surroundings illuminate the meaning of the work as a whole, they may demonstrate a rather simplistic understanding of the character or the influence of the surroundings, and support from the text may be too general. Although these essays demonstrate adequate control of language, they may be marred by surface errors. These essays are not as well conceived, organized, or developed as 7–6 essays.

**4–3** These lower-half essays fail to offer an adequate analysis of how cultural, physical, or geographical surroundings shape psychological or moral traits in a character and illuminate the meaning of the work as a whole. The analysis may be partial, unsupported, or irrelevant, and the essays may reflect an incomplete or oversimplified understanding of the character's relations to her or his surroundings. They may not develop an analysis of the significance of the surroundings for the work as a whole, or they may rely on plot summary alone. These essays may be characterized by an unfocused or repetitive presentation of ideas, an absence of textual support, or an accumulation of errors; they may lack control over the elements of college-level composition. Essays scored a 3 may contain significant misreading and/or demonstrate inept writing.

**2–1** Although these essays make some attempt to respond to the prompt, they compound the weaknesses of those in the 4–3 range. Often, they are unacceptably brief or incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. Remarks may be presented with little clarity, organization, or supporting evidence. Essays scored a 1 contain little coherent discussion of the text.