

AP Assignments for *Ceremony* Unit -Assignments for Week 2, Q4

Hello AP Lit and Comp Students! This is our second week of Covid-19 Shut-down. If you received these assignments last week, hopefully you started on them. If not, you still have until April 6 to finish your dialectical journals for *Ceremony*. Also, this week, I would like you to do the journal assignment for my ELA classes. All of your assignments are on this handout. —Mrs. Hill

Due Dates

Quick Survey Questions for the Journal Assignment (a new assignment for this week that you will find at the end of this handout) are due this **Thursday, April 2**. 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. **Please do the personal journal assignment by April 9.**

Help? Questions? Concerns?

Please contact me. I am here for you. The best way is to email me at lunts@centralschools.org I also created a remind.com account for our class:

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

journal entries. I look forward to learning from you when we are able to discuss the novel.

Learning Outcome

Your first paper for the *Ceremony* unit will be a timed-writing. 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.

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.

Journal Assignments for Ms. Hill's ELA Classes

"But as long as you remember what you have seen, then nothing is gone. As long as you remember, it is part of this story we have together."

— **Leslie Marmon Silko, Ceremony**

Directions: *this assignment is for all of Ms. Hill's ELA classes—including AP Literature and Composition. Please turn in the answers to your questions by text, using our Remind <https://www.remind.com/join/8cdhf6> for AP. You can also send them to my school email address: lunts@centralschools.org*

Due Dates: please text your answers to the questions in PART ONE by this **Thursday, April 2.**

After you write the answers to your questions, keep journal entries in a notebook or a computer format. You can send these to me if you would like. I will be checking journal entries on **April 9;** by this date, you should have at least three entries. You can base your entries on the prompt, or just write about anything on your mind. Your entries should be written on separate days. The minimum amount required is a substantial paragraph; there is no restriction on how much you write. For turn-in, **you can take pictures of your journal entries and text them to me via Remind, or send pictures or typed-up work by email.**

Part One. Quick Survey Questions

Answer the following questions to see what you understand about the situation you are currently ensconced in; your responses to these questions will help you write more detailed journal entries.

- 1. What news have you received about the coronavirus pandemic and school closures?**
- 2. What are your news sources (e.g., newspapers, social media, television news, word-of mouth, government or school informational sources, etc.)?**
- 3. What is your biggest concern or question right now?**
- 4. What is helping you feel safe and sane during this time?**

Part Two. Journal Entries

Journal Prompt: Although I'm sure none of us would choose this, we are participating in a historic event that will be remembered long after our lifetimes. Someday you will tell your grandchildren what it was like to live through a world-wide pandemic. So what will be your story?

Answer as many of the following questions as you feel comfortable answering as you write your daily journal entry: 1) Compare and contrast changes in your lifestyle: in what ways has your day-to-day life changed with new requirements to isolate from others? In what ways has your life not changed? 2) How are you adapting to the changes? 3) What news have you heard about the pandemic? 4) What seems believable to you and what seems unbelievable? How do you feel about the news you have received? What are some questions or concerns you have about school closures?

You can also just free-write. The prompt questions are meant to help you think about what to write.