

AP Syllabus for Unit I: An Introduction to Rhetorical Modes & Readings from the Colonial, Revolutionary, and Nationalist Periods (1607 – 1828)

AP Concepts

General Review: Basic Literary, Stylistic, and Rhetorical Vocabulary

Introduction to Modes of Discourse, Terms of Discourse for Argumentation, and Common Rhetorical Fallacies

Film

Arthur Miller, *The Crucible* & William Shakespeare, *The Tempest*

Nonfiction

Mary Rowlandson from *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*

Jonathan Edwards "Sinners in the Hands of an Angry God"

Patrick Henry "Speech to the Virginia Convention"

Thomas Paine from "The Crisis, No. 1"

Olaudah Equiano from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself*

Selected Poetry TBA

Anne Bradstreet, Edward Taylor, & Phillis Wheatley

Assignments

SAT & AP Diagnostics

American Literature Objective Unit Tests: Colonial & Revolutionary Periods

Argumentative Essay: A Contemporary Issue

Group Activity: A Synthesis Activity in Preparation for the Seminar

Synthesis Seminars: *The Tempest* & Style and Patterns & Trends in Literature before 1820

Summer Assignments

Reading and annotation of *The Tempest* -- Test -- Friday, September 9th

One choice novel or non-fiction text -- *Group Project* -- Tuesday, October 4th

Please note: On syllabus documents **bold and/or underlined** activities represent tasks that **will be collected, scored, or both**. Though I often don't assign explicit homework readings or activities, **you are expected to make AP Language activities a part of your daily routine**. The extent to which you do manage these activities and plan ahead will determine the degree to which you experience success in the course. **Time management is essential** in AP courses.

WEEK ONE

8/26 Monday

Course Overview, Briefly Discuss Summer Reading & Coming Group Assignment; What is Style Handout?

8/27 Tuesday

Begin introduction Colonial Period & of 4Step for Textual Analysis – 4Step (including an ACE paragraph) for Colonial writings of Bradstreet & Taylor – Continue evaluating literature in this manner and be prepared to discuss readings in class when discussion is listed on the syllabus; Introduce Shakespeare's *The Tempest*.

8/28 Wednesday

Discuss 4-Step Analyses of poems for Taylor ("Upon a Wasp Chilled with Cold") & Bradstreet ("Some Verses Upon the Burning of Our House"); Begin reading Shakespeare's *The Tempest*.

8/29 Thursday

Review Bradstreet & Taylor – Writing an ACE Paragraph; How to "Read" Film: A Brief Introduction & Practicum; Discuss & continue reading *The Tempest*.

8/30 Friday

AP Reading & Multiple Choice Practice (AP Diagnostic – 15 minutes); Continue - How to "Read" Film: A Brief Introduction & Practicum (continued) Film Analysis Activity – Discussion of Style & *I am Legend*; Continue reading and complete *The Tempest* by the next class (use online resources).

WEEK TWO

9/2 Monday (Holiday)

9/3 Tuesday

Diagnostic Writing Assessment (50 minutes); Introduce Julie Taymor's The Tempest – Review Style handout & Begin Screening

9/4 Wednesday

Screen The Tempest- Students are actively engaged in critical examination of Taymor's style in the film

9/5 Thursday

Hurricane Dorian Cancellation

9/6 Friday

Hurricane Dorian Cancellation

WEEK THREE**9/9 Monday**

Complete The Tempest (as needed); Film Analysis Activity – Discussion of recent writing, style, & Taymor's The Tempest

9/10 Tuesday

Test Part One: Colonial Writings, Style, and The Tempest

9/11 Wednesday

Introduce & Discuss Modes of Discourse in Conjunction with Discussion of Style; Begin review and study of Basic Literary Vocabulary & AP Vocabulary Resources; Discuss Edwards (With nonfiction or fiction, like "Sinners in the Hands of an Angry God," be certain you have annotated the text prior to class) and Modes of Discourse

9/12 Thursday

Short Paragraph Identification: Review of Modes of Discourse; Review diagnostics results; Discuss Rowlandson (A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson) and Modes of Discourse; Note: We will begin viewing The Crucible next week, so you are encouraged to read the play between now and next week, along with Arthur Miller's essay, where he presents his reasons for composing the play.

9/13 Friday

Rescreen Sequence from The Tempest for close examination/links to Equiano & Wheatley & review of film concepts; Discuss Equiano (The Interesting Narrative of the Life of Olaudah Equiano) & Wheatley ("Upon Being Brought from Africa to America") and Wheatley's poems (Synthesis Activity: Connections to The Tempest?)

WEEK FOUR**9/16 Monday**

Test Part Two: Colonial Era Writings and Modes of Discourse

9/17 Tuesday

Introduce Book Circles summer assignment group activity; Contextualize The Crucible with Colonial Period Background & Discuss Miller's "Why I Wrote The Crucible"

9/18 Wednesday

Bring summer choice book every day - Book Circle Activities (30 minutes); Begin viewing The Crucible (Students are actively engaged in critical examination of The Crucible as we did with The Tempest)

9/19 Thursday

Book Circle Activities (30 minutes); Continue Viewing The Crucible

9/20 Friday

Book Circle Activities (30 minutes: Group discussions of The Crucible: Style & Technique & Purpose of Choice?; Discuss writing assignment for The Crucible.

WEEK FIVE**9/23 Monday**

BYOD Book Circle group activity (Entire Period); (Note: After this period, please continue Book Circle Activities outside of class – Presentations will be in two weeks)

9/24 Tuesday

Introduce Revolutionary Period Historical Context; Complete discussion of Wheatley (as needed) with particular focus on ("To His Excellency, General Washington"); Discussion of Rhetorical Terms & the Argument Essay Assignment (Jefferson's "Declaration of Independence" used as a model); Discussion of 4Step for Henry ("Speech to the Virginia Convention") & Paine ("The Crisis, Number One") with focus on application of rhetorical terms & the Argument Essay assignment

9/25 Wednesday

Finalize discussion of Henry's and/or Paine's speech; OPTIC Introduced & practiced; Seminar Protocols Introduced and discussed; **Seminar Preparation Activity**

9/26 Thursday

Synthesis Seminar: The Colonial, Revolutionary, & Nationalist Periods

9/27 Friday

Review of recent assessments; Test Review; Discuss presentation format and expectations

Note: Final versions of presentations must be shared with me by midnight next Tuesday.

WEEK SIX**9/30 Monday (Workday)****10/1 Tuesday**

Computer Lab 107 – Entire Period: Finalize Book Circle Activities (Though you will have the whole period, DO NOT procrastinate thinking you will be able to complete the project in class on this date!)

10/2 Wednesday

Test: The Crucible & Film Appreciation and Revolutionary Era Writings

10/3 Thursday

Book Circle Group VIRTUAL Presentations in class (All groups must be prepared to share their websites today – group evaluations for the websites of by least two other groups must be completed in class and must be ready to submit to Mr. Phillips **by 10/4, the following class period**)

10/4 Friday

Collect Student Evaluations – Syllabus update today; **Argument Essay – Collected on Monday 10/7.**