AP LANG Corrections; “I am a Woman”

>\_ 37 Correct: Complete the following:

Read Lincoln’s *Gettysburg Address* and answer the following questions in COMPLETE sentences

1. Identify the tone of the speech with a two-word phrase—an adjective-noun combination (“angry sarcasm,” for example), or a combination of adjectives (such as “melancholy and wistful”).
2. What does Lincoln refer to in his opening sentence? Explain the effect of this reference.
3. When Lincoln delivered the Gettysburg Address, the audience was quite surprised by how short the speech was: a mere 272 words. Discuss the rhetorical effect of such brevity.
4. Indicate examples of repeated diction. Explain the effect and probable purpose of these repetitions.
5. Note and explain diction that has to do with life and death. Explain its effect.
6. Considering the importance of this speech, note how ironic it is that Lincoln said “The world will little note, nor long remember what we say here . . .” (paragraph 3). Why do you think this speech endured?
7. Indicate as many examples of parallelism as you can find. Explain their effect.
8. Explain the effect of Lincoln’s use of juxtapositions and antitheses.
9. Note the rhetorical shift Lincoln indicates with “But . . .” in paragraph 3. Explain its purpose and effect.
10. Note especially the word “perish” in the final sentence of the speech. How does its connotation differ from, for example, “die,” “pass away,” or “fade”?
11. In such a short speech (272 words), the final sentence is notable for its length (82 words) and complexity. Explain the effect of concluding the speech with such a sentence.

30 – 36 Correct: Complete ALL of the above AND the following questions. Your answers MUST be in COMPELTE sentences.

Reread Ascher’s *On Compassion* and answer ALL of the following questions:

1. Why does Ascher open her essay with the description of the “grinning man”?
2. “On Compassion” might be divided into four parts, the first running from paragraphs 1 through 6, the second from paragraphs 7 through 9, the third from paragraphs 10 through 12, and the final part consisting of paragraphs 13 and 14. Explain the differences in modes of discourse among the sections. What is the effect of Ascher’s organization?
3. Note the questions that Ascher poses throughout. Which ones are rhetorical questions? What purpose do they serve?
4. Cite examples of the spearker’s appeals to ethos, logos, and pathos. Which one is most prevalent in the essay?
5. It is not until paragraph 7 that the reader knows for sure that the piece is delivered in the first person. What might be the purpose of withholding this perspective?
6. How effectively does Ascher use personal experience to prepare the reader for her conclusion? How effectively does she make her individual perspective universal?

25 – 29 Correct: Complete ALL of the above AND the following questions. Your answers MUST be in COMPELTE sentences.

Read Anzaldua *How to Tame a Wild Tongue* and answer the following:

1. Why does Anzaldua open the essay with the anecdote about the dentist (paragraphs 1-6)? What effect on her audience do you think she intended? How is this decision related to her appeal to ethos?
2. As a reader, how do you react when you first encounter the Spanish passages? How does your level of Spanish fluency affect this reaction?
3. Why do her detractors call her Chicano Spanish a “mutilation of Spanish” instead of a “dilution” or simply a “variant”? (Amy Tan refers to terms such as “broken” or “fractured” English.)
4. Which rhetorical mode prevails in the second section, “Overcoming the Tradition of Silence”?
5. The third section, “Chicano Spanish,” is a fairly technical linguistic and historical analysis. What does it contribute to the essay? What would be lost if it were omitted or repositioned?
6. This essay was published in 1987, long before the day we now know as “9/11.” Do you think that the new historical reality argues for Anzaldua’s changing the section heading now entitled “Linguistic Terrorism,” or does this reality make that heading even more powerful?
7. Paragraph 27, which is almost in the middle of the essay, is the most direct statement of Anzaldua’s position in the essay. Is this placement appropriate, or should she have made this point earlier?
8. Who do you think is the audience for this essay?

19 – 26 Correct: Complete ALL of the above AND the following questions. Your answers MUST be in COMPELTE sentences.

Read Hearne *What’s Wrong with Animal Rights?*

1. Note the literary allusion to the opening of Tolstoy’s *Anna Karenina* with which Hearne begins in her first sentence. Does she effect an appeal to ethos, logos, or pathos? Explain.
2. Before Hearne arrives at her thesis, she begins with a discussion of “happiness.” What is the rhetorical purpose of such an approach?
3. In paragraph 2, Hearne refers to the “satisfaction felt by a good wood-carver or a dancer or a poet or an accomplished dressage horse.” How does the combination of those four examples prepare the reader for the speaker’s argument?
4. How does delaying the identification of her “target” until paragraph 4 affect the reader?
5. Explain the meaning and purpose of the word “us” in paragraph 5.
6. Explain the “skewed value system” Hearne discusses in paragraph 6. How is it “skewed”?
7. In paragraph 10 Hearne refers to her Airedale’s “wit and courage.” Does Hearne’s anthropomorphization of her dog here and elsewhere in the essay strengthen or weaken her argument? Explain.

< 18 Correct: Complete ALL of the above AND the following questions. Your answers MUST be in COMPELTE sentences.

Read Machiavelli *The Morals of the Prince*

1. In the first paragraph, Machiavelli states that his consideration of the subject of leadership will differ from that of others who have considered it. Specifically, in what way does he say his approach will differ?
2. In his first two paragraphs does Machiavelli appeal primarily to ethos, logos, or pathos? Explain.
3. Provide several examples of juxtapositions and antitheses FROM THE FIRST TWO PARAGRAPHS. Explain their rhetorical effect.
4. In the second paragraph the speaker says that “a prince must be shrewd enough to avoid to public disgrace of those vices that would lose him his estate.” Explain an underlying assumption behind that statement.
5. Identify a rhetorical shift in paragraph 2.
6. Analyze the speaker’s argument in paragraph 3 according to the Toulmin model (explained in the Suggested Approaches section of the Buckley essay). Is it sound?
7. Does paragraph 4 use a claim from the previous paragraph as its support? Explain.
8. Identify an appeal to logos in paragraph 4.
9. Explain the effect of the series of words “loot, extortion, and plunder” in paragraph 5.
10. Identify the claims and support put forth in paragraph 7. Apply the Toulmin model to this paragraph.
11. Identify and explain an assumption underlying the speaker’s position in paragraphs 7 and 8.
12. Explain how the structure of the first sentence of paragraph 12 helps to strengthen its rhetorical point.
13. Identify several contrasts the speaker presents in the last section, paragraphs 12-17.
14. Explain the nature of the paradox at the end of the piece.