**Distance Learning Activity, TUESDAY, March 24 (A) and**

**WEDNESDAY, MARCH 25 (B):**

**AP LANG**

**FEEDBACK NOTES:**

**You were overall on target with problems regarding the Albright piece! Here are a few responses from peers:**

* Second, diction simply means word choice, so in essence this student is saying “As Albright spoke she used heavy amounts of word choice...”! The student should clarify what type of word choice (POV, jargon, slang, etc) and how Albright used it to “win her audience over”.
* Diction is word choice, so to say heavy amounts of word choice seems foolish as anyone making a speech would have to be making word choices.
* Diction describes the words someone uses. Saying someone used “heavy amounts of diction” means they used heavy amounts of...words. One thing to remember about rhetorical analysis is that throwing around buzzwords when you’re running out of steam doesn’t always work, especially when your teacher knows what the words are supposed to mean. :)

**Overview:**

* Students will practice with tone and engage in discussion regarding rhetorical analysis.

**Estimated Time:** Approximately 45 minutes

**Explanation/Goals:**

* To practice tone identification and clear articulation of purpose
* To practice rhetorical analysis with clear identification of device/strategy and articulation of purpose
* To respond thoughtfully and analytically to peers’ ideas through online discussion

**Materials:**

* Tone practice (both the sheet and video clips will be in your email)
* Online discussion on Jay Z (Canvas)

**Things to know:**

* Tone work is helpful not only for the SATs but also for students’ analysis in potential response to the AP exam free response question
* Rhetorical analysis reinforces analysis of nonfiction, which is useful for the SAT, AP Exam, and informed citizenry during an election year
* Online discussion provides practice with respectful, thorough, substantiated response in a format that is often used in college classes

**Tasks:** (List the specific tasks the students will complete.)

1. Check the feedback/comments about the Albright post above. I also commented in Canvas on your individual uploads.
2. Complete the tone practice sheet and upload in Canvas. I encourage you to do this with a friend (from A or B day), whether by phone or Google Docs or Office365. But certainly you may work alone. If you work with a friend, only one of you has to submit; just make sure BOTH your names are on the document. 😊
3. Visit Canvas and YOUR CLASS’S “discussion” about your observations regarding rhetorical device/strategy in Jay Z’s intro to *Decoded*. Please aim to post at least 1 original idea and post at least 1 reply to a peer’s idea (so you may need to check back later and depending on when you get into the room where it happens, you may be out of original ideas and just need to reply). When you reply, think about how you can offer further evidence, a new interpretation, or a counter. Might it be helpful to include a snippet of evidence?

**Submission Guidelines:**

* Upload tone practice to Canvas
* Post in your class’s discussion space on Jay Z’s *Decoded* intro