

**AP English Language  
Social Criticism Project**

Name: \_\_\_\_\_ Topic: \_\_\_\_\_

**How does Twain’s satirical criticism of American society and humanity in *Adventures of Huckleberry Finn* continue to be relevant today?**

Collaborating in self-selected groups of three, students choose and evaluate a social issue that Twain satirizes in his novel and that is still satirized in American society today. Students draw evidence of the social issue from the primary source (*Adventures of Huckleberry Finn*) and use research skills to select apt secondary sources from varied media (written, visual, video, audio). Students design a product to share with class, selecting a format and structuring the content, that is apt for communicating and illustrating their ideas while strategically use speech and digital media in order to inform and engage audience.

<b>PRESENTATION (STRUCTURE, COMMUNICATION TO AUDIENCE, &amp; DIGITAL MEDIA)</b>				
<b>Graduation Standard 5:</b> Communicate information, reasoning, and supporting evidence that conveys a clear and distinct perspective.				
<i>Performance Indicator</i>	<i>Emerging</i>	<i>Progressing</i>	<i>Competent</i>	<i>Exemplary</i>
<p><b>ELAGS5a. Develop a clear line of reasoning using development and structure appropriate to purpose and audience. (GSESL4)</b></p> <p><b>ELAGS5b. Make strategic use of digital media to enhance presentations. (GSESL5)</b></p> <p><b>ELAGS5c. Adapt speech to task and audience, demonstrating a command of English language. (GSESL6)</b></p>	<p>Students can construct a product with limited focus on a central idea. They deliver a simple idea that employs some elements of digital media but may be hindered in delivery to audience because of ineffective speech, organization, and development of ideas.</p>	<p>Students can construct a product that is focused on a central idea but contains some lapses in logical organization, language, and articulation of speech. Digital media is employed, but presentation of ideas may be underdeveloped.</p>	<p>Students can develop a clear line of reasoning in a product that effectively maintains focus on a complex topic using appropriate language and logical development for purpose and audience. Digital media is strategically used to present ideas and exhibits purposeful choices in speech and structure.</p>	<p>Students can construct a sophisticated product that uses elevated language and reflects a keen awareness of audience. Students present complex, sophisticated ideas using a variety of digital media which reflects compelling reasoning and a distinct perspective on a consistently focused topic. Students articulately and creatively communicate ideas in a well-organized and stylistically appropriate manner that engages audience with its apt and powerful choices of speech and structure.</p>

<b>RESEARCH &amp; VARIETY OF SOURCES</b>				
<b>Graduation Standard 3:</b> Design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.				
<i>Performance Indicator</i>	<i>Emerging</i>	<i>Progressing</i>	<i>Competent</i>	<i>Exemplary</i>
<p><b>ELAGS3a. Compile relevant information from multiple print and digital sources, and determine the appropriateness of the sources for the specific task, purpose, and audience. (GSEW8)</b></p> <p><b>ELAGS3b. Integrate information from multiple sources into the text effectively to maintain the structure of ideas. (GSEW8)</b></p>	<p>Students can compile information from limited sources using research methods that are relevant to topic but reveal overly simplified focus.</p>	<p>Students can compile relevant information from print and digital sources using research methods that reveal some credibility for task and purpose. The integrated evidence supports the student’s ideas, but presents a limited or simplistic view of theme.</p>	<p>Students can compile relevant information from a variety of print and digital sources, using effective research methods, and determine the credibility and accuracy of the sources. The information used effectively supports the student’s ideas to convey universality of theme.</p>	<p>Students can aptly compile and use relevant information from a variety of print and digital sources, employ effective research methods, and determine the credibility and strength of sources for the specific task, purpose, and audience, purposely selecting apt and diverse support. The information is consistently and effectively integrated into analysis of ideas, acknowledging multiple facets of the complex universal theme.</p>

<b>FOCUS ON TOPIC &amp; ANALYSIS OF RHETORICAL ELEMENTS</b>				
<b>Graduation Standard 1:</b> Read closely to analyze and evaluate all forms of ( <i>i.e. complex literary and informational</i> ) texts.				
<i>Performance Indicator</i>	<i>Emerging</i>	<i>Progressing</i>	<i>Competent</i>	<i>Exemplary</i>
<p><b>ELAGS1a. Cite strong and thorough textual evidence support an analysis of the text, including applicable primary or secondary sources. (GSER1)</b></p> <p><b>ELAGS1i. Integrate information from diverse sources into a coherent understanding of an idea. (GSER9)</b></p>	Students can select minimal evidence and paraphrase from primary and secondary texts that are relevant to topic but not integrated into coherent understanding of idea.	Students can select evidence from primary and secondary texts to support analysis of topic. They integrate this evidence but show limited or simplistic understanding of idea.	Students can choose effective support for analysis by citing integrated evidence from varied texts, including clearly related primary and secondary sources. Students convey understanding of explicit and implicit meanings to reveal understanding of idea.	Students can strengthen analysis through evaluation and selection of precisely integrated evidence, drawing from apt primary and secondary sources. They synthesize this information from diverse sources to articulate a coherent and complex understanding of a multi-faceted idea.
<p><b>ELAGS1f. Determine an author’s point of view, purpose, and rhetorical strategies in a text, analyzing how style and content contribute to the power and persuasiveness of the text. (GSER6)</b></p>	Students can identify limited rhetorical elements of texts and explain simplistic impact on author’s purpose.	Students can identify the rhetorical elements of a text and convey understanding of the author’s persuasive purpose.	Students can clearly determine an author’s purpose, point of view, and rhetorical strategies in texts, analyzing how style and content contribute to the power and persuasiveness of the text.	Students can perceptively evaluate varied rhetorical elements of a text and insightfully assess their contribution to the author’s complex purpose and satirical point of view.

<b>COLLABORATION</b>				
<b>Graduation Standard 4:</b> Collaborate and communicate effectively in a range of discussions, responding appropriately to diverse perspectives.				
<i>Performance Indicator</i>	<i>Emerging</i>	<i>Progressing</i>	<i>Competent</i>	<i>Exemplary</i>
<p><b>ELAGS4b. Collaborate thoughtfully and effectively to complete group tasks employing diverse perspectives. (GSESL1)</b></p>	Student can contribute to group tasks when given specific assignments by peers but is not effective in setting goals, contributing ideas to collaborative process, or taking responsibility for planning, research, analysis, and production.	Student can collaborate with peers to complete group tasks by communicating when necessary and dividing jobs but does not actively consider group members’ strengths and perspectives in planning, research, analysis, and production.	Student can effectively collaborate with peers to determine and accomplish goals through respectful communication, shared responsibility, and thoughtful use of group members’ strengths and perspectives in planning, research, analysis, and production	Student can contribute equally with peers to set and accomplish lofty goals by determining precise tasks, examining strengths of group members, exploring complex ideas, communicating consistently, sharing workload respectfully, reviewing progress regularly, seeking assistance when necessary, and using group members’ diverse perspectives to enhance collaboration in planning, research, analysis, and production.