

Guinan/Poe Essay

Introduction: We've read. We've discussed. We've written. Now we shall put it all together in a sustained written response. See the below prompts. Consider the list of Do's and Don'ts discussed in class. Write your essay, Due Friday 9/24. This reading and discussion and conferencing should take about 3 hours from start to finish.

We stand upon the brink of a precipice. We peer into the abyss -- we grow sick and dizzy. Our first impulse is to shrink from the danger. Unaccountably we remain. By slow degrees our sickness and dizziness and horror become merged in a cloud of unnamable feeling. By gradations, still more imperceptible, this cloud assumes shape, as did the vapor from the bottle out of which arose the genius in the Arabian Nights. But out of this our cloud upon the precipice's edge, there grows into palpability, a shape, far more terrible than any genius or any demon of a tale, and yet it is but a thought, although a fearful one, and one which chills the very marrow of our bones with the fierceness of the delight of its horror. It is merely the idea of what would be our sensations during the sweeping precipitancy of a fall from such a height. And this fall -- this rushing annihilation -- for the very reason that it involves that one most ghastly and loathsome of all the most ghastly and loathsome images of death and suffering which have ever presented themselves to our imagination -- for this very cause do we now the most vividly desire it. And because our reason violently deters us from the brink, therefore do we the most impetuously approach it. There is no passion in nature so demonically impatient, as that of him who, shuddering upon the edge of a precipice, thus meditates a Plunge. To indulge, for a moment, in any attempt at thought, is to be inevitably lost; for reflection but urges us to forbear, and therefore it is, I say, that we cannot. If there be no friendly arm to check us, or if we fail in a sudden effort to prostrate ourselves backward from the abyss, we plunge, and are destroyed.

From Poe's Imp of the Perverse

A. Using at least THREE of the texts we've read(The Black Cat, Tell Tale Heart, Cask of Amontillado, Imp of the Perverse)write a 500 word essay that SYNTHESIZES(incorporates/uses) the ideas in the above passage to analyze any of the first person narrators of the stories. That is, how does the main idea of this passage(underlined) provide insight to the horror stories as a whole(*what was the Author trying to say?*)

B. In all three stories, a murder is committed, and a body is concealed; A transgression then an attempt to conceal it. Write a five paragraph essay according to ONE of the following options:

1. Write a five paragraph 500 word essay with a thesis that examines the nature of guilt/guilty conscience, as seen through Poe. Each of your body paragraphs will examine the nature of guilt as it is seen in each of the stories.

2. Write an essay of 500 words that develops the this periodic sentence: "While at once lurid and perverse, perhaps even murderous and grotesque, Edgar Allan Poe's stories achieve a universal quality by exploring a theme of perversity that lay hidden within."

3. By many accounts, Edgar Allan Poe died of alcoholism at 40. Write an essay of 500 words that develops the notion that his story Cask of Amontillado is a metaphor for the disease of alcoholism.

C. The AP Lit Prompt:

Transgression--doing wrong--is often a theme in literature. Select at least one or more works of Edgar Allan Poe, and explain how the author uses LITERARY DEVICES such as IRONY and POINT OF VIEW to explore the human guilty conscience.

Decision Rules and Scoring Notes

A	0 POINTS No defensible thesis. OR thesis that merely restates prompt. <i>just "there are good and bad..."</i>	1 POINT Responds to the prompt with a thesis that presents a defensible position.		
B	1 Point EVIDENCE: Provides evidence that is mostly general AND COMMENTARY summarizes the evidence but does not explain how the evidence supports the argument.	2 Points EVIDENCE: Provides some specific relevant evidence AND COMMENTARY explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty or undeveloped. <i>Typical responses that earn 2 points:</i> <ul style="list-style-type: none">• Consist of a mix of specific evidence and broad generalities.• May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument.• May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim. Feature weaknesses in clarity or development such as UPR, weak verbs, i.e "HOW SO?" or "UNCLEAR"	3 Points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning . AND COMMENTARY explains how some of the evidence supports a line of reasoning. <i>Typical responses that earn 3 points:</i> <ul style="list-style-type: none">• Uniformly offer evidence to support claims• Focus on the importance of specific details to build an argument.• Organize an argument as a line of reasoning composed of multiple supporting claims• are of thorough length, over 500 words	4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning . AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning. <i>Typical responses that earn 4 points:</i> <ul style="list-style-type: none">• Provide commentary that engages specific evidence to draw conclusions.• Focus on the importance of specific details to build an argument.• Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.• are of thorough length, over 600 words
C	0 Points Typical responses that do not earn the sophisticated point <ul style="list-style-type: none">• feature weaknesses in control• are basic in language or structure	1 Point Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding by doing any of the following: <ul style="list-style-type: none">1. <i>Crafting a nuanced argument by consistently identifying and exploring complexities or tensions.</i>2. <i>Articulating the implications or limitations of an argument (either the student's argument or an argument related to the prompt) by situating it within a broader context, i.e. making connections</i>3. <i>Making effective rhetorical choices that consistently strengthen the force and impact of the student's argument.</i>4. <i>Employing a style that is consistently vivid and persuasive throughout the student's response.</i>		
1/2/0 78-82		1/3/0 85-88		1/4/0 1/3/1 90-95
				1/4/1 95-100