

AP® ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS

ENGLISH LANGUAGE AND COMPOSITION

SECTION II

Total time — 2 hours and 15 minutes

Question 1

Suggested reading and writing time — 55 minutes.

It is suggested that you spend 15 minutes reading the question, analyzing and evaluating the sources, and 40 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

(This question counts for one-third of the total essay section score.)

Eminent domain is the power governments have to acquire property from private owners for public use. The rationale behind eminent domain is that governments have greater legal authority over lands within their dominion than do private owners. Eminent domain has been instituted in one way or another throughout the world for hundreds of years.

Carefully read the following six sources, including the introductory information for each source. Then synthesize material from at least three of the sources and incorporate it into a coherent, well-developed essay that defends, challenges, or qualifies the notion that eminent domain is productive and beneficial.

Your argument should be the focus of your essay. Use the sources to develop your argument and explain the reasoning for it. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

Source A (U.S. Department of Justice)

Source B (Carney)

Source C (Somin)

Source D (Porter)

Source E (cartoon)

Source F (Narciso)

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Rankin,2017-07-28 This insider s guide provides everything you need to write powerful high scoring essays on the AP English Essay 5 Steps to a 5 Writing the AP English Essay 2018 introduces an easy to follow effective 5 step study plan to help you build the skills knowledge and writing confidence you need to achieve a high score on the essay This valuable guide matches the latest course syllabus and explains exactly what the graders are look for in the essay You ll find expert advice and strategies to help you write great essays as well as tons of essay writing practice 5 Steps to a 5 Writing the AP English Essay 2018 features Examples of AP essays from varied subject areas Strategies and techniques to help you write effective well received essays Advice for planning prewriting writing and reviewing your essay Sample student essays with expert commentary

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practice This logical and easy to follow instructional guide uses the effective 5 step study plan to build the skills knowledge and test taking confidence students need to reach their full potential Written by an AP reader and an AP teacher this insider s guide clearly explains exactly how to receive high marks from graders by planning prewriting writing and reviewing your essay The 5 Steps to a 5 Writing the AP English Essay 2017 is an effective 5 step plan breaks down test preparation into stages 1 Set Up Your Study Program 2 Determine Your Test Readiness 3 Develop Strategies for Success 4 Develop the Knowledge You Need to Score High 5 Build Your Test Taking Confidence , **CliffsAP Biology, 3rd Edition** Phillip E

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Social Justice in Action Neal A. Lester,2024-11-08 Addressing both veterans of justice work and novices seeking points of entry the essays in this volume showcase practical approaches to diversity equity and inclusion ways to build community earn trust tell unheard stories and develop solutions to problems Emphasizing values such as empathy self reflection and integrity the volume is rooted in humanities work but also features contributions from fields as diverse as the performing arts architecture and evolutionary biology and represents settings beyond the college campus such as schools libraries museums and prisons While bringing insights from higher education it critiques the system as well exploring the ways that institutions reinforce power structures and exclude marginalized voices Interspersed with the essays brief reflections by activists and artists offer testimony and inspiration CliffsAP Biology Phillip E. Pack Ph. D.,Phillip E. Pack,2001 Provides a review of key concepts and terms advice on test taking strategies and full length practice exams CliffsAP study guides help you gain an edge on Advanced Placement exams Review exercises realistic practice exams and effective test taking strategies are the key to calmer nerves and higher AP scores CliffsAP Biology 2nd Edition is for

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Teaching for Historical Literacy
Matthew T. Downey, Kelly A. Long, 2015-07-30 *Teaching for Historical Literacy* combines the elements of historical literacy into a coherent instructional framework for teachers. It identifies the role of historical literacy, analyzes its importance in the evolving educational landscape, and details the action steps necessary for teachers to implement its principles throughout a unit. These steps are drawn from the reflections of real teachers grounded in educational research and consistent with the Common Core State Standards. The instructional arc formed by authors Matthew T. Downey and Kelly A. Long takes teachers from start to finish from managing the prior learning of students to developing their metacognition and creating synthesis at the end of a unit of study. It includes introducing topics by creating a conceptual overview, helping students collect and analyze evidence, and engaging students in multiple kinds of learning, including factual, procedural, conceptual, and metacognitive. This book is a must-have resource for teachers and students of teaching interested in improving their instructional skills, building historical literacy, and being at the forefront of the evolving field of history education

AHA Perspectives, 1994 College Credit for Writing in High School Kristine Hansen, Christine Farris, 2010 Edited by Kristine Hansen and Christine R. Farris, this collection explores various options that students have for taking care of the first year college writing requirement including AP tests, concurrent enrollment, dual credit courses, the International Baccalaureate diploma, and early college high schools. The first year college writing requirement is a time honored tradition in almost every college and university in the United States. Many high school students seek to fulfill this requirement before entering college through a variety of programs such as Advanced Placement tests, concurrent enrollment programs, the International Baccalaureate diploma, and early college high schools. The growth of these programs raises a number of questions including: Is this kind of outsourcing of instruction to noncollege providers of educational services something to be resisted or

embraced What are the possible benefits and detriments to students their parents their teachers and the educational institutions What standards should be met with respect to student readiness teacher preparation curricular content pedagogical strategies and learning outcomes How can we create a seamless K 14 educational system that effectively teaches writing to students in the transition from adolescence to adulthood Contributors to this volume including high school teachers professors at community colleges and universities and administrators at both the secondary and postsecondary levels explore the complexity of these issues offer best practices and pitfalls of such a system establish benchmarks for success and lay out possible outcomes for a new educational landscape Teaching Writing in the Content Areas Stephen Tchudi,1986 College instructors concerned about student writing quality are provided with information on writing in the content areas and writing across the curriculum Following an overview of writing in the content area the chapters focus on writing and learning workaday writing personalizing knowledge through writing forms of workaday writing other workaday forms and workaday writing and inquiry learning writing projects in the disciplines assignment making and the writing process from assignment to writing evaluating writing evaluation in process grading content writing the issue of correctness and a note on evaluation through writing examples of content writing projects the QUEST program teaching science writing thinking before writing in public relations social action portfolio landscape history simulations and case studies science dialogues consumer reports and interdisciplinary humanities Writing across the Curriculum programs Michigan Technological University University of North Carolina at Wilmington State University College of New York at Fredonia The University of Michigan and Montana State University and faculty workshops writing and teaching Contains 106 reference SM

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Table of Contents Ap Synthesis Essay Prompt Example

1. Understanding the eBook Ap Synthesis Essay Prompt Example
 - The Rise of Digital Reading Ap Synthesis Essay Prompt Example
 - Advantages of eBooks Over Traditional Books
2. Identifying Ap Synthesis Essay Prompt Example
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Ap Synthesis Essay Prompt Example
 - User-Friendly Interface
4. Exploring eBook Recommendations from Ap Synthesis Essay Prompt Example
 - Personalized Recommendations
 - Ap Synthesis Essay Prompt Example User Reviews and Ratings
 - Ap Synthesis Essay Prompt Example and Bestseller Lists

5. Accessing Ap Synthesis Essay Prompt Example Free and Paid eBooks
 - Ap Synthesis Essay Prompt Example Public Domain eBooks
 - Ap Synthesis Essay Prompt Example eBook Subscription Services
 - Ap Synthesis Essay Prompt Example Budget-Friendly Options
6. Navigating Ap Synthesis Essay Prompt Example eBook Formats
 - ePUB, PDF, MOBI, and More
 - Ap Synthesis Essay Prompt Example Compatibility with Devices
 - Ap Synthesis Essay Prompt Example Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Ap Synthesis Essay Prompt Example
 - Highlighting and Note-Taking Ap Synthesis Essay Prompt Example
 - Interactive Elements Ap Synthesis Essay Prompt Example
8. Staying Engaged with Ap Synthesis Essay Prompt Example
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Ap Synthesis Essay Prompt Example
9. Balancing eBooks and Physical Books Ap Synthesis Essay Prompt Example
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Ap Synthesis Essay Prompt Example
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Ap Synthesis Essay Prompt Example
 - Setting Reading Goals Ap Synthesis Essay Prompt Example
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Ap Synthesis Essay Prompt Example
 - Fact-Checking eBook Content of Ap Synthesis Essay Prompt Example
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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