Support to Independence in One Year

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Cover less; focus more.

**Fall Semester**

**SUPPORT**

- terminology
- prompt & passage annotation
- scaffolded graphic organizers

- **TIME:** 15-15-30

**Spring Semester**

**INDEPENDENCE**

- self-reflection
- College Board sample comparison
- re-assessment opportunities

- **TIME:** 15-30
Do my AP students need to know . . .

anaphora?
and ballad stanza?
and metonymy?
and neoclassicism?
and polysyndeton?
and realism?
and scansion?
and synecdoche?
and terza rima?
and villanelle?
and volta?
Teach students limited literary terminology directly linked to meaning.

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<th>FRQ 1: poetry</th>
<th>FRQ 2: prose</th>
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<td>*tone</td>
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<td>*figurative language</td>
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<td>*diction &amp; syntax</td>
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<td>*juxtaposition &amp; irony</td>
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<td>*title</td>
<td>*author’s purpose (satire)</td>
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MORE emphasis of complexity

_________ yet ___________

Organization Options:
1. complexity
2. structure/shifts in text
3. literary devices
Assessment 3: Hamlet FRQ 3 theme analysis

3. In many works of literature, a physical journey— the literal movement from one place to another— plays a central role. Analyze how the physical journey adds to the meaning of the work as a whole.

4. In some works of literature, relationships between siblings—create, clarify, or complicate central themes of the work. Choose a sibling relationship—positive or negative—in As I Lay Dying that functions to deepen a central theme. Write a well-organized essay in which you analyze how the sibling relationship contributes to the meaning of the work as a whole. Do not merely summarize the plot.

5. Works of literature often depict acts of betrayal. Friends and even family may betray one another, and here, even the protagonist’s own character may be guilty of treachery or may betray their own values. Consider such acts of betrayal in The Tragedy of Hamlet, Prince of Denmark. Then, in a well-written essay, analyze the nature of the betrayal and how it contributes to the meaning of the work as a whole. Do not merely summarize the plot.

6. One definition of madness is “mental delusion or eccentric behavior arising from it.” But Emily Dickinson wrote, “Much madness is beheld in close [eye].” Novelties and playwrights have often seen madness with a “selective eye.” Consider the role that Hamlet’s apparent madness plays in The Tragedy of Hamlet, Prince of Denmark. Then, write a well-organized essay in which you explain what this delusion or eccentric behavior consists of and how it might be justified as reasonable. Explain the significance of the “madness” to the work as a whole.

Assessment 4: As I Lay Dying FRQ 3 theme analysis

1. In many works of literature, a physical journey—the literal movement from one place to another—plays a crucial role. Analyze how the physical journey adds to the meaning of the work as a whole.

2. In some works of literature, relationships between siblings create, clarify, or complicate central themes of the work. Choose a sibling relationship—positive or negative—in As I Lay Dying that functions to deepen a central theme. Write a well-organized essay in which you analyze how the sibling relationship contributes to the meaning of the work as a whole. Do not merely summarize the plot.

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SUPPORT: FRQ 3 prompts & detailed organizer in advance
SUPPORT: FRQ 3 prompts and simpler outline organizer in advance
SUPPORT: FRQ 2 prompt & organizer with extended time

FREE-RESPONSE QUESTION

Question 2

The following passage is an excerpt from "The Other Paris," a short story by the Canadian writer Mavis Gallant. Read the passage carefully. Then, in a well-written essay, explain how the author uses imagery and characterizations to provide social commentary.

If anyone had asked Carol at what precise moment she fell in love, or when Howard Mitchell proposed to her, she would have imagined, quite sincerely, a scene that involved all at once the Seine, moonlight, bars of violent, acacia in flower, and a close-up of the Eiffel tower and little crooked streets. This was what everyone expected, and she had nearly come to believe herself. But in the end, it was a lunch, over a tuna-fish salad. He and Carol had known each other less than three weeks, and their conversation, until then, had been limited to their office—an American government agency—and the people in it. Carol was twenty-two; no one had proposed to her before, except an unsuitable medical student with no money and eight years' training still to go. She was not the type of girl who would ask again. She accepted at once, and Howard celebrated by ordering an extra bottle of wine. Both would have liked champagne, as more emphatic symbolism of the usual, but each was too different to suggest it.

The fact that Carol was not in love with Howard Mitchell did not bother her in the least. Described in helpful, objective terms, their relationship was limited to a practical, but pleasant, friendship. Her friends and family had been surprised by the marriage, for it was suspected at the time that Howard was in love with another girl. According to Carol, they were both two girls, and absolutely opposite. He was an economist who had come enough to attach himself to a corporation that continued to pay his salary during his loan to the government. The marriage was not a success for the engagement or the marriage to fall.

Paragraph 1 Topic Sentence:

Gallant uses imagery to convey society's perception of love throughout the characterization of Carol.

Evidence (quotations or details) | Literary Device(s) | Support of Topic Sentence/Thesis
--- | --- | ---
Carol, with great efficiency, nearly at once set about the business of falling in love. Less required only the right conditions, like a geranium. It would wither exposed to bad weather or in dull surroundings. Indeed, Carol rated the chances of love in a cottage or a furnished room at zero. Given a good climate, enough money, and a pair of good-natured, intelligent (her college lectures had stressed this) people, one had only to sit back and watch it grow. Actually, then, she looked for these right conditions in Paris. When, at first, nothing happened, she blamed it on the weather. She was often convinced of loving full deeply in love with Howard if only she would stop crying. Undoubtedly, the waited for better times. Howard had no notion of any of this. His sudden proposal to Carol had been quite out of character—he was unaccustomed to it and he thought of marrying, at least, he never spoke of the possibility of marriage.

Paragraph 2 Topic Sentence:

Carol was married to him despite marriage, Howard, and she was willing to have a successful marriage.

Evidence (quotations or details) | Literary Device(s) | Support of Topic Sentence/Thesis
--- | --- | ---
"Our marriage was going to be successful. We were going to have a successful marriage. We were going to have a successful marriage." Howard saw the picture at once, and was deeply moved by it.
Question 1

(Eros is Greek: male. Comparing male and female is therefore a valid approach.)

Why hast thou nothing in thy face?
Thou god of the human race.
Thou mother of the human heart.
The flowers of lovely youth that art;
Yea, and that standest in thy youth
An image of eternal Truth.
With thy exuberant flesh so fair;
That only Pallas might compare.
Eros, my bully boy,
Can this be you,
With boxer lips
And patchy wings askew?

"Madam," cries Eros,
"Know the brute you see
Is what long overdue
Has made of me.
My face that so offends you
Is the sun
Of blows your lust delivered
One by one.

We slaves who are immortal
Gloss your fate
And are the archetypes
That you create.
Better my battered visage,
Bruised but hot,
Than love dissolved in loss
Or left to rot."

—Robert Bridges (1899)

Robert Bridges and Alice Stevenson view the surface of love in contrasting ideas which are accentuated through fiction, style of writing, and even the time periods in which they are writing. However, the final conclusions about both authors imply is that the reality of love is what you as an individual make of it.

Bridges wrote this poem in the early 20th century and it shows through his style of writing. For example, the use of a genre such as “ethereal” and “shy.” Instantly convey a romanticized tone or atmosphere within the poem. Furthermore, the use of imagery in the depiction of love as an “idol” with “exhilarating flashes” creates a wonderful tone. The poem ultimately reveals that Bridges views the surface of love as the “perfect” but the contrast of this here is what he doesn’t show emotion as Bridges concurs. The poem of cheap “human heart” is hard to find as the author states, but yet man ignores or cares not to look upon the “face of love.” Stevenson wrote her poem on the idea of love in the late 19th century in the other hand, it also flows through her more contemporary or modern style of writing.

The austere tone of Stevenson’s poem is most accurately depicted through herone imagery/description or rather personification of love as well as her dialogue within. She describes love as a surface of love as an unappealing sight with a “broken nose,” “squinting eyes,” and “lazier lines.” But through Paris’s words, the author infers that the “gray course” or rather abuse of love by Bennett man is not for his own selfish and lustful desire, but what made the reality of love so grotesque. The face that love is what he includes in the statement almost that love is the “siren” of man created by him. The contrasting views of both authors serve the purpose of knowing how the surface and reality of love are contingent upon man himself. The fact that one of the authors is a man and the other a female also serve to portray one alternating views of love among genders in society. But the ultimate to overarching theme of direct love is just another aspect of man’s essence in which he has to define.