

AP Lit & Comp

3-9 '17

1. Score full length M/C #1 and discuss some strategies
2. Sonnets
3. Poetry Overview Highlights
4. Prose prompt homework / read the remainder of "Exodus" before class on Monday.

Terms to know from this MC

#41 consonance: The same or similar consonant sound repeated in the stressed syllable, preceded by uncommon vowel sounds

Example: pitter patter OR “Was scuffed, was scraped”
“Normu, the wormu, took the garden by a stormu this morn”

alliteration: The repetition of consonant sounds at the beginning of words placed next to each other

Example: “The fair breeze blew; the white foam flew /
The furrow followed free.”

“Peter Piper picked a peck of pickled peppers”

Terms to know from this MC

41 assonance: the repetition of rhyming vowel sounds inside the lines of a poem

Examples: “Twinkling twilight meets twice at the edge of night.”

I went to town to buy a gown.”

internal rhyme: involves a word in the middle of line which rhymes with a word at the end of that line or in the middle of the next line.

Example: “Once upon a midnight dreary, while I pondered weak and weary.

Terms to know from this MC

#44 A eulogy = a poem or tribute written for someone who has passed away

A parable = a story that teaches a lesson (think Bible)

A reminiscence = something composed to remember someone or something by

An admonition = a poem or writing that criticizes/condemns or scolds (think of the word admonish)

32 hyperbole = dramatic, purposeful exaggeration

Examples: I'm starving to death; I have a million things to do

euphemism: polite, indirect expressions which replace own and phrases considered harsh and impolite or which suggest something unpleasant

Examples: "kick the bucket" "downsizing" "sanitation engineer"

Terms to know from this MC

QUESTION #55

The Gothic = supernatural, dark, violent, mysterious

The pastoral = a work of literature portraying an idealized version of country life

Surrealism = dreamlike, quality of not being real, magical

Naturalism = the accurate depiction of detail; often depicts nature as harsh, powerful, and uncaring

Classicism = following of traditional and long-established theories or styles

Terms to know from this MC

#32

Oxymoron = a figure of speech in which apparently contradictory terms appear in conjunction

Examples: bittersweet; crowded isolation ; "faith unfaithful kept him falsely true"

apostrophe = addressing or speaking to something that cannot answer (abstract quality, a ghost, someone who is dead) Example: "Oh Death, be not proud"

#34

sestina = a poem with six stanzas of six lines and a final triplet (remember that sestet = six)

ode = a poem that pays tribute to someone or something

ballad = a poem that narrates a story in short stanzas



A FEW M/C STRATEGIES

- Consider leaving the Roman numeral questions and the “all...except” questions until last, as these are the most difficult and time consuming.
- Put a star next to questions you skip.
- **Mark up the exam booklet.** Interact with the text! Read the passage as if you were going to write an essay about it.
- Try rephrasing the question, leaving a blank where the answer should go and see if you can find a “fit”



A FEW M/C STRATEGIES

- **Here's an example:**
- **Original question:** In lines 14-20, the narrator uses which approach in maintaining that “there are not...many people who would care to sleep in a church” (lines 8-9)?
 - (A) Drawing an analogy
 - (B) Citing a precedent
 - (C) Issuing a dare
 - (D) Discussing personal experience
 - (E) Offering factual evidence
- **Rephrased:** The author uses the _____ approach in lines 14-20.



A FEW M/C STRATEGIES

- When a question gives part of a sentence and asks for the meaning of a word or phrase in it, go back to the beginning of the sentence and read to the end to comprehend the meaning in context.

- **Example:** In context, “winnowing” (line 15) is best understood to mean

- (A) diluting
- (B) cooling
- (C) sifting
- (D) penetrating
- (E) invigorating

- **Here’s the full sentence in context:**

“Thy hair soft-lifted by the winnowing wind;”



A FEW M/C STRATEGIES

- Remember that ALL parts of the answer option must be correct, in order for that to be the correct answer.
- If two answers are close, do ONE of these two things: find the option general enough to cover all aspects of the question, OR, find the one limited enough to be the detail the question is looking for.
- Remember to use POE: Power of elimination
- Take a deep breath: if you get half right on the multiple choice and write decent essays (6 or above), you will likely pass.

Sonnet Review

- ▷ A sonnet has 14 lines.
- ▷ A sonnet must be written in **iambic pentameter**
- ▷ A sonnet must follow a specific rhyme scheme, depending on the type of sonnet. (**English will have more variation** a-g)
Petrarchan will usually only have a-d or e)
- ▷ A sonnet can be about any subject, though they are often about love or nature.
- ▷ A sonnet introduces a problem or question in the beginning, and a resolution is offered **after the turn (AKA) the shift.**

English Sonnet

- ▶ An English Sonnet is also called a Shakespearean Sonnet.
- ▶ Common themes include: love, beauty, politics, and morality.
- ▶ **English/Shakespearean sonnets are structured this way:**
 - ▶ 14 lines total (like all sonnets)
 - ▶ Three 4 line stanzas known as **quatrains** (think quad for four)
 - ▶ **1 couplet** (two lines) at the end of the twelve lines (which will rhyme)
 - ▶ Usually there are 10 syllables per line
 - ▶ **iambic** means the syllables are unstressed/stressed (like a heartbeat: **ba** boom, **ba** boom, ba boom)
 - ▶ [Check it out.](#)
- ▶ The rhyme scheme is often abab cdcd efef gg.
- ▶ The shift happens in line 9 (after the first two quatrains).

Petrarchan Sonnet

▶ A Petrarchan sonnet is also known as an **Italian sonnet**. This sonnet form is named after Francesco Petrarca, an Italian poet from the fourteenth century.

▶ **Petrarchan sonnets are structured this way:**

▶ 14 lines total (like all sonnets)

▶ The **octave** (first 8 lines – think Octopus)

▶ The **sestet** (ending 6 lines)

▶ Also written in iambic pentameter; 10 syllables per line; 5 iambic feet

▶ The usual **rhyme scheme** is: *abba abba* and concludes with any *variation of c,d,e*.

▶ **The shift happens in line 9 (between the octave and the sestet)**

In your table groups...

Discuss your assigned sonnet

1. Have someone read it aloud.
2. Discuss all the **bold-faced** terms.
3. Label the rhyme scheme together.
4. Which type of sonnet is yours? Petrarchan (Italian) or Shakespearian (English)? There's one that's just an irregular sonnet
5. If you had to write an essay about this poem, which devices would you focus on?
6. **Be ready to share out with the class in about 10 minutes.**

(Sonnets 1 handout – Wordsworth, Rossetti, etc.)

Key Poetry Tips

- 1. Start practicing reading “aloud” to yourself in your head.** You’ll need to do this for the poems on the exam.
- 2. Read in sentence to the punctuation. Pay attention to end-stopping and enjambment.** What meaning do they create? Do they make the poem feel slower or more rushed? Do they have any kind of cadence?
- 3. Who is talking, and what can you tell about that person?** Age, gender, station in life, opinions and feelings? What, if anything, does the poem reveal about the speaker’s character?
- 4. To whom is the speaker talking?** To the reader only? To someone else? If so, to whom, and what is the listener’s relationship to the speaker?

Key Poetry Tips

- 5. What is the dramatic context of the poem? In other words, is there a reason or occasion for the poem?** Is there any evidence of a setting, a time, place, season, or situation?
- 6. What happens during the poem?** Is there a conflict? If there's an event taking place, is it in the past or present? Is the conflict external or internal?
 - Poems often begin in one place and end in another, so look for shifts in the speaker's insights or understanding of the experience.**
- 7. What motivates the speaker to speak now, in the tone he/she uses?** Does the speaker project an attitude or bias regarding the subject matter of the poem? Look at the imagery, diction, figures of speech, and choice of details and figure out how they contribute to the poem's tone.

Key Poetry Tips

8. How does the language of the poem contribute to its meaning?

Is there anything distinctive about the poem's diction?

Does the poet repeat words, sounds, phrases, and ideas?

If so, to what purpose and effect?

Which figures of speech and images are particularly potent?

Do alliteration, assonance, consonance play a role in the poem?

Really look at **connotations** of words. (emotional, implied meanings)

For class on Monday...

Finish reading "Exodus" p.445 – 506)
Lead the discussion group be ready

Two prose prompts:

1. Close read and annotate
2. Write your intro/thesis
3. Write body paragraph #1
4. Do this on your own paper.