1. Practice and score sample *Frankenstein* multiple choice section
2. Debrief the prose passage essay.
3. Socratic circles for *Frankenstein* on Thurs
4. *A Tale of Two Cities* background info on Weds.
Prose passage essay

• If you were absent on Thursday before break (when we wrote this essay), you need to leave now and go to the library and work on reading Book the First of *A Tale of Two Cities*. I will send someone to get you when we’re done.

• You must come in to make up this essay NO LATER than Friday, if you want to receive a grade for it. It will take 40 minutes.

• You also need to make up the *Frankenstein* quiz NO LATER than this Weds.
THE PROMPT:

• The following passage is from D.H. Lawrence’s 1915 novel, The Rainbow, which focuses on the lives of the Brangwens, a farming family who lived in rural England during the late nineteenth century. Read the passage carefully. Then write an essay in which you analyze how Lawrence employs literary devices to characterize the woman and capture her situation.

• So...in your response you MUST specify HOW Lawrence characterizes the woman. State that right away and don’t forget to also talk about her situation.

• To follow the prompt, you MUST name specific literary devices and specify how each one lends to the characterization and understanding of her situation. Discuss at least three. If you only discuss two, you must do an incredibly thorough job with those two devices.

• This means multiple examples and detailed explanation.
Let's look at the rubric...

• (Sample on document camera)
Things to remember:

- This is an excerpt from a novel, so The Rainbow should be underlined. When you speak of the entire text, refer to it as “the excerpt” or “the passage,” not the novel. It is NOT the novel in its entirety.

- Do not speak of the author’s gender, unless you are 100% sure you are correct.

- D.H. Lawrence is male.

- If you don’t know the gender, alternate between using “the author,” “the writer,” and “Lawrence.”

- Literary analysis is ALWAYS written in present tense. This means your verbs must be present tense.

- “Lawrence describes the woman..., NOT “Lawrence described the woman.

- “The woman longs for something more,” not “the woman longed for something more.”
Most common lit devices you chose

- juxtaposition (comparison of opposites)
- comparison or parallelism
- repetition of the word “and”
- imagery
- diction
- sentence structure (which you need to call syntax)
- rhetorical questions
- figurative language (similes, personification)

Whichever devices you chose, you needed to go through and quote specific examples from the text that SHOW the device in action. Then, you need to follow it with an understandable explanation of HOW the device aids to the characterization of the woman and helps the reader better understand her situation.
Specific to the prose essay...

• The AP readers expect you to quote the text specifically, since it’s right in front of you.
• Use small bits of text as OFTEN as you can.
• Strive to use three quotes per literary device.
• You must quote directly.
• Don’t refer to line numbers. The AP readers will not go back to the text and look for line numbers.
• You DON’T need a citation.
Specific to the prose essay...

• The essay should contain a great deal of your own discussion about **HOW** the author uses the literary devices to characterize the woman.

• However, if you fail to **SHOW** specific examples from the text to back up your opinion, you will be marked down, as just your explanation and commentary is not enough.

• You need to show how what you’re discussing is actually in the text.
Overall essay structure

• Remember: begin with a thesis statement which gets right to the point. Don’t try to include a fancy hook or catchy opening. You don’t have time for this.
• Each body paragraph should then examine a specific literary device.
  1. Give an example of the literary device in quotes from the text.
  2. Explain how the device is used and then specifically tell your reader HOW that use aids the characterization of the woman and her situation.
  3. Give another example of the literary device in quotes from the text and once again explain HOW the device creates character.
  4. If you have time, give a third example in quotes with an explanation.
  5. Repeat this process for literary devices 2 & 3 in separate paragraphs.
  6. End with a statement about the woman’s characterization and situation and how it is portrayed through the literary devices.
Overall essay structure

• Another way to structure your response.
• Write your thesis with three specific literary devices you’ll be discussing.
• In the first paragraph, discuss one example each of all three devices.
• So, something like this: “quote showing imagery” and discussion of how it develops character,
• “example of diction” and discussion of how it develops character,
• and “example of simile” and discussion of it develops character.
• Repeat with three additional examples in the next paragraph for EACH device.
• Repeat in a third paragraph (if you have time.)
• End with a statement about the woman’s characterization.
D.H. Lawrence in his novel, *The Rainbow*, uses imagery, juxtaposition, and diction to characterize the woman and capture her situation.

In the passage, D.H. Lawrence describes a woman who is discontent and longing because she wants to explore a world beyond the one she is forced to reside in.

In D.H. Lawrence’s novel, *The Rainbow*, Lawrence uses literary devices such as imagery, diction, and juxtaposition to characterize the woman as unhappy and unfulfilled.

In the passage from the novel *The Rainbow*, D.H. Lawrence uses a multitude of literary devices such as rhetorical strategies, imagery, and syntax to characterize the woman and capture her situation.

Sample thesis statements:
In the passage, from his novel *The Rainbow*, D.H. Lawrence, uses descriptive imagery, internal dialogue, and a mixture of metaphors and symbolism to characterize the woman as a curious being whose thirst for knowledge is only outweighed by the ties held on her by her husband.

"...She strained her eyes to see what man had done in fighting outwards to knowledge, she strained to hear how he uttered himself in his conquest..." D.H. Lawrence, in his novel, *The Rainbow* eloquently illustrates the Brangwens, a family living in rural England. Lawrence uses literary devices such as the repetition of “and,” imagery, and rhetorical questions to capture a woman, a part of the Brangwen family, who desperately wants a new life, one that doesn’t take place on the farm, but rather in the city where life is more than the simplicity she knows.
D.H. Lawrence utilizes paradoxical phrases and repetitive conjunctions and phrases in his novel *The Rainbow* to portray a curious, yearning woman who has a strong desire to change her lifestyle.

Every human knows that reality collapses over the horizon—unrestrained knowledge, free and flitting up for the taking. In the excerpt from the novel, *The Rainbow*, D.H. Lawrence characterizes the Brangwen woman by juxtaposing masculine bruteness with her yearning for knowledge, and he captures her situation through simple similes and rhetorical questioning.
In D.H. Lawrence’s novel *The Rainbow*, the Brangwens live a simple farming life, never questioning what lies past the simplicity they know, except for the farmwife. Lawrence allows the woman to question her existence by using metaphors, personification, similes and diction.

In the excerpt from the novel, *The Rainbow*, D.H. Lawrence utilizes rhetorical questions, descriptive comparisons, and desire-filled diction to depict the curious nature that Tom Brangwen’s wife has toward what the vicar and city folk know.

Thesis statements from our class:
Here are some strong body paragraphs

• The author uses rhetorical questions at the end of the excerpt, as the woman wonders how the vicar has so much control over her husband. The woman keeps asking herself questions with no real answers about “what was it in the vicar, that raised him above the common men as man is raised above beast?” She continues to ask “why - why?” These rhetorical questions from the woman depict her as a curious person who desires to know the unknown. She is curious about the ranking in society that other men have above her husband, like the vicar, despite appearing weaker and possibly insufficient physically.
Another look at rhetorical questions

- By asking questions unable to be answered by the reader, it is understood that the woman is questioning her life, and she is yet again characterized as wanting change. By asking, “What was it in the vicar that raised him above the common men as man is raised above the beast?” Lawrence shows that even the woman does not know how to answer the questions she is asking; this further characterizes her as unsure of her own future. She knows she wants change. She knows she wants away from here. But, why?
Contrasting perspectives

• Through the use of contrasting perspectives, the woman is depicted and characterized as lonely. At the start of this excerpt, the harvest time is said to be “enough for the men” and harvesting a place away from the city, on their own brings them each pride and joy. The woman has a contrasting point of view. The husband “looked out back at sky and harvest” as the wife looks “from the front of her house towards the activity of man in the world at large.” This contrast reveals the emotional tension at home which brings about a lonely characterization of the woman.
Use of “and” successively

• The author starts the passage with descriptions about the Brangwens’ current living situation. By employing the use of “and” successively, the author draws attention to each word he uses to make his description. For example, Lawrence writes, “So much warmth and generating and pain and death did they know in their blood...” By separating each word, he not only slows the narrative but also emphasizes the hardships of the family. Lawrence uses this continuously. In the next paragraph, he uses “and” this time to convey the longing the woman has to move toward this better life, one a part of all the advancements. “She stood to see the far-off world of cities and governments and the active scope of man...;” the “and” in this sentence draws attention to what the woman feels she is missing by staying in the rural area.
Descriptive imagery

- “Staring into the sun, dazed with looking toward the source of generation, unable to turn around.” This surmises the life of the local men, including her husband, who are stuck in their ways, farming because it’s the only thing they know. “Whilst her husband looked out to the back at sky and harvest and beast and land, she strained her eyes to see what men had done in fighting outward to knowledge.” This shows how the woman yearns to know more, to see the battle for knowledge ongoing. This type of descriptive imagery reveals the true feelings of the woman, as does her internal dialogue.
The woman of The Rainbow is stifled under the restrictions of a male dominated society more inclined to earthly attachment than to her cravings of the unknown world. Her confinement is highlighted through Lawrence’s contrast between the man’s character and the intense longings of her own self. The idealizations and wonder evident is infused with rich repetition and description that further emphasizes the powerful desire to liberate herself from the confines of society through specific word choice. Lawrence captures the restricting nature of the woman’s condition and the persevering reach and wonder of freedom that the woman longs for with urgency.
General info

Scores for this essay ranged from two 8’s, several 7’s, a number of 6’s, and some 5’s, even a 4 and 3.

For those who scored low, the main factor was that you simply didn’t finish the analysis / essay.

You will need to work on practicing the timing, so you can turn out a complete draft in 40 minutes.

For those who scored a 6 or lower, you need to set up a brief conference time with me this week so we can troubleshoot. You can do this during ELO or after school. Make sure you do this NO LATER than this Friday 12/4. Bring your essay with you.
In class this Wednesday...

• We will be covering information about the French Revolution, Charles Dickens’s England, and Charles Dickens’s life.
Thursday...

We will do two Socratic circles for *Frankenstein*, meaning that there will be an inner and an outer circle for two separate discussions.

You will receive a 40 point grade for your *quality participation* in the seminar.

Additionally, you will receive points for your participation in the backchannel (outer circle) and the self-assessment / reflection.

Take the time to prep well for the seminar, as you will also receive a grade for the prep work.
Here’s what I’ll be looking for...

• **Preparation and discussion:** I answered ten discussion questions thoroughly, using higher cognitive levels, and referred to my annotations, answers, and the text itself throughout the discussion, both in the inner and outer circles.

• I support the things I say with **specific evidence** from the novel. I use the text in the course of the discussion, paying careful attention to what the text says, as well as the author’s voice and style.
Remember...

• Complete Book the First of *A Tale of Two Cities* by Thursday’s class.

• There are *optional* study guide questions in today’s posting. Again, this is optional. Use them to help you understand the reading. They are not something that will be collected for a grade.