

# AP Lit & Comp

3/29 '18

1. Score 1987 M/C test
2. Poetry analysis one pager & exam prep on Classroom
3. Debrief The Rainbow prose essay
4. For next class...

# 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**
- 1. Identify her **personality characteristics** - state these first
- 2. Specify **HOW Lawrence characterizes the woman**. (Devices he uses) State that right away and don't forget to talk **about her situation**.
- **Your thesis should be a combo of #1 & #2 above or at least #1.**
- To follow the prompt, you **MUST name specific literary devices and specify how each one** lends to the woman's characterization and understanding of her situation.

# COMMON CHARACTER TRAITS CHOSEN

- curious
  - hunger for knowledge / thirsty for knowledge
  - wistful
  - longing
  - strong-willed / motivated
  - trapped
  - desperate
  - restless
  - unfulfilled
- 
- You needed to choose at least two traits, **preferably three** and use them in your thesis right away. **Example: The woman is \_\_\_\_\_**
  - After doing this, your job throughout the essay is to prove **HOW** Lawrence uses literary devices to characterize the woman (and capture her situation.)

# Most commonly chosen literary devices

- juxtaposition
  - imagery
  - diction
  - sentence structure (which you need to call syntax)
  - rhetorical questions
  - repetition
  - metaphor
  - tone
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- **Whichever devices you chose, you needed to go through and cite specific examples from the text that SHOW the device in action.** Then, you need to follow it with a **CLEAR** explanation of how the device aids to the characterization of the woman and helps the reader better understand her situation.

# SAMPLE THESIS STATEMENTS

- In the passage from The Rainbow by D.H. Lawrence, juxtaposition and tone are **utilized** to **reveal** a woman **thirsting** for knowledge and power while living on a farm among more simple men.
- In the passage from The Rainbow, D.H. Lawrence describes a woman who is **discontent and longing for more** because she wants to explore a world beyond the one she is forced to reside in.
- In the passage from D.H. Lawrence's novel, The Rainbow, strong juxtaposition, emotional diction, and critical rhetorical questions are **employed** to **depict** an **inquisitive and wistful** woman who is trapped in the **oppressive** world of men.

# INTRO PARAGRAPH & THESIS

- Despite being only one hundred years ago, the nineteenth century was a starkly different place when compared to present day, especially for minorities. Sexism was **rampant** in society, and women lacked many of the basic rights they are given today. This is especially clear in this passage from D.H. Lawrence's novel The Rainbow, which uses juxtaposition, rhetorical questions, and figurative language to emphasize the differences between the female main character and her male **counterparts**, and to characterize a woman's quest for knowledge in a world that is unwilling to share it with her.

# INTRO PARAGRAPH & THESIS

It is not unfair to say that for centuries, women, especially those oppressed by their gender have **longed** for a higher, more meaningful existence with no real way to **obtain** such a life. D.H. Lawrence's excerpt from his novel The Rainbow **explores** this **stifling** existence through the powerful characterization of the woman. This characterization is done primarily through the juxtaposition of primitive and evolved societies, the author's choice to make the woman nameless, and the **painfully sorrowful, yet curious** tone Lawrence uses to describe this woman's **longing** for an evolved life.

# INTRO PARAGRAPH & THESIS

To feel imprisoned is a terrible thing. It **belittles** the spirit and **infuriates** the mind. All too often, a marriage can feel like a prison to one or both spouses. D.H. Lawrence **illustrates** this in a passage from his novel The Rainbow where he creates the character of a trapped, desperate woman who is hungry for knowledge through imagery, repetition, and juxtaposition.



# SAMPLE THESIS STATEMENTS

- In the novel The Rainbow, D.H. Lawrence **utilizes** immensely detailed imagery, a simplistic diction woven elaborately to convey greater meaning, and a complex sentence structure to depict a woman with **a longing for a greater purpose and knowledge** than **merely** a farmer's wife.
- In his novel The Rainbow, author D.H. Lawrence creates an **ambitious, intelligent,** and **enlightened** female character using fantastical imagery, precise juxtaposition, and an enchanted tone to convey her **desperation** and **longing** for a world far greater than the **mediocre frame** of her farming existence.
- **Remember:** a thesis **MUST** be (1) clear, (2) it must state your opinion as fact, and (3) it needs to address all parts of the prompt

# 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, unless something comes to you right away.
- **Your thesis needs to make a claim about the woman's character**
- Ideally, **each body paragraph** should examine a **specific character trait** by discussing the literary elements Lawrence uses to accomplish the characterization.
- 1. **Topic sentence:** The woman is yearning for knowledge.
- 2. **Introduce which literary device you'll explore:** Lawrence is able to convey the woman's intense yearning for knowledge through repetition and diction.
- 3. **Give a specific example** of repetition/diction which shows the woman's character trait of yearning.
- 4. **Explain the relevance of the example** and how it relates to her character.
- 5. **Repeat steps 3-4**

- **TREX**

- Perhaps the most evident literary device in this passage is that of juxtaposition. The woman, who possesses little knowledge, begins to realize the value of this virtue when the learned vicar is juxtaposed with a man of regular intelligence, the woman's husband. The woman reflects that if "stripped and placed on a desert island, the vicar is the master" over her regular country man compatriot. As the woman begins to compare the intelligent to the unintelligent, she sees the benefit of being the one with more knowledge. When it comes down to it, those with superior skills will be "stronger than the man, as the man is stronger than the bull." Once she fully realizes that knowledge is power, she decides that her main desire is to gain more knowledge—a focal point of her character. Unlike many other people in this area, she appreciates the need to expand and learn, and this is exemplified through the juxtaposition which allows the reader to see how she isn't satisfied with her situation.

# BLEND IN SNIPPETS OF TEXT

- Lawrence adds to the image of a trapped woman by **creating** a desperate quality about her with repetition. He states, “She **strained her eyes...she strained to hear...she craved to know...she craved to achieve.**” The repetition of these two powerful verbs causes the reader to think the woman is pouring all her effort and desire into her wish for a different sort of life. The verbs themselves **illustrate** how strongly she **yearns** for the company of intellectual, knowledgeable people, and the repeated use of these words **emphasizes** that she is truly desperate to escape her situation.

TREX

# BLEND IN SNIPPETS OF TEXT

- As the piece ends, it shows the woman's **intense** curiosity about the world and man's purpose. Lawrence uses rhetorical questions to go through the constant and pressing wonders that the woman thinks of. She wonders "what makes a man strong even if he be little and frail in body." Men are seen as the strong ones that do all the work. She questions why, though, if some men are weaker than others. Further, the woman **juxtaposes** her husband with the vicar and wonders what makes one stronger. She knows that "Brangwen had power over her husband" but wonders "what was it in the vicar that raised him above the common men as man is raised above beast?" This not only shows the power of man, it also **contemplates** what determines power. From questioning this, the woman is **relentless** in making sure she, or at least her children, have the opportunity to "achieve a higher being" and have power. Her questioning of men and power is a result of her curiosity for what else is out in the world.

# BLEND IN SNIPPETS OF TEXT

- The woman in the passage is longing for something beyond her current existence. Lawrence uses imagery and word choice to help the reader understand this desire, “she craved to achieve this higher being, if not in herself, then in her children.” The word “craved” puts an image in the reader’s head of how desperately she wants to obtain this higher knowledge, like the vicar. “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.” With the author’s word choice of “strained” and “uttered,” the reader is able to see how the woman is feeling and understands how badly she desires to learn and be a part of this greater world.

- **TREX**

- The woman, wife of Tom Brangwen, and of an unknown name, is characterized immediately by her tone as she describes her everyday life. “It was enough that the earth heaved and opened its furrow to them...that they helped the cow in labor, or ferreted rats from under the barn...But the woman wanted another form of life than this.” Her tone displays that she respects the farm life she has, yet yearns for more. This yearning is immediately confirmed as the farm life is juxtaposed with the “far-off world of cities and government and the active scope of man.” Her comparison leaves little room to doubt what she desires, especially after she calls the latter “the magic land.” She then goes on to compare her husband to the vicar. She quickly arrives at the conclusion that the vicar “moved in worlds beyond where her own menfolk existed,” and “had power over her husband.” Her fascination is then reflected through a rhetorical question: “that which makes a man strong even if he be little and frail in body...what was it?” Her interest reflects her own attitude toward the vicar and his apparent strength, and reveals her urge to know and experience such power.

- Similarly, the enchanted tone of the excerpt adds both to the characterization of her nature and the statement of her place. When describing the source of her longing, Lawrence uses words such as, “magic,” “pulsing,” “teeming,” and “craved” to show the pull that draws her from her home. Through word choice, it is evident how mesmerized this woman is by the outside community, and the draw that she feels to ascend to a higher sphere of living. Interestingly, this tone of enchantment is present when she is describing her community, showing her respect on some level for the land she describes as “dazed,” “native,” and “surcharged,” but the tone heightens when speaking of her dream. This enchantment, present in the text, also displays this woman’s imagination, and the youthful wonder with which she sees her world.



# BLEND IN SNIPPETS OF TEXT

- The woman is stationary in life “looking out...from the front of her house” while those around are looking “back at sky and harvest.” The woman is speaking of the “beyond” of the “magic land” beyond the realm of “her own menfolk.” Lawrence uses the “back” and “front” and “magic land” as symbols of the vast expanse between this desired world and the woman’s life she cannot escape.
- The difference of the life she lives and the life that is not “blood intimacy” is fuller developed by the author’s description of both. The discontent she feels steams from the “blood intimacy” being “dazed...unable to turn around” while outward the “men moved dominant and creative.” The men beyond are enlarging “their own scope and range and freedom” as the woman’s husband is “controlled by the vicar.”

# BLEND IN SNIPPETS OF TEXT

- Later on, the woman is developed more when the reader is told her real passion, to acquire new knowledge and be on the front end of discovery, “to be of the fighting host.” The author illustrates the woman’s depth of want for this knowledge by making it a metaphor to a war, “her deepest desire hung on the battle that she heard far off being waged on the edge of the unknown,” culminating in these last lines of her wanting to be a fighter as well. This metaphor accurately displays the woman as someone who has determination for knowledge and would gladly go forth to find it, if possible.

TREX

# KEEP IN MIND

- Must write literary analysis in present tense -**ALWAYS!**
- No personal pronouns (you, me, I, us, we, our) - use “one” or “the reader” or “readers” or “humanity...” instead.
- This is an excerpt or passage from a novel, so don’t just say “the novel.” **It’s not the whole novel.**
- **Novel titles are underlined.** Short stories and poems go in quotes. **NO** work is marked with both quotes and underlining.
- **VIVID and SPICY verbs.** Use the lists I’ve given you on Classroom and memorize a good handful or two and **start practicing using them.**
- When referring to individual words, (diction) like the author’s repeated use of “and,” you need to put the word you’re looking at inside of quotation marks.

# KEEP IN MIND

- **Pay attention to details** – the passage is about a woman – singular – not women (which is plural) – this was a very common error.
- No “to be” verbs.
- Avoid using the word “being”- I have marked this on individual papers.
- Introduce and then blend your quotes. Try to not write, “This quote shows.” Instead, practice blending it in with your own sentence. Ask me for practice on doing this, if you don’t know how to do it fairly well.
- Don’t say, “in conclusion.” This is unsophisticated and cookie-cutter. The reader knows it is your conclusion. Instead, use words like: clearly, indeed, perhaps, obviously, finally...

# FOR NEXT CLASS...

- **Complete the poem packet.** Choose an analysis device (from the purple sheet) to use for each poem, and then answer the questions.
- **Start vocabulary.com practice – details on Classroom. First practice list due 4/5.**
- **Bring your completed M/C practice test to score on Wednesday.** Give yourself 60 minutes to take the test. Do it in one sitting. No music or outside sources.
- **Check out all the exam prep sources on Classroom. Create an Albert account.**
- Be reading your IRP book.