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AP Lit & Comp

2/24 & 2/25 '20

1. G4: Prose essay – do other work at home
2. Finish & share out themes – *ATOTC*
3. DIDLS and Dickinson poems
4. Socratic seminar prep for *ATOTC*

From last class...

Remember: AP Lit is all about themes: the **BIG PICTURE** a piece of literature challenges you to grapple with. Usually, themes are universal, meaning they can apply to just about any reader.

Check out these: [Universal Themes](#).

Keep in mind: authors develop themes through specific **METHODS**: like, character, plot, motifs, symbols, etc.

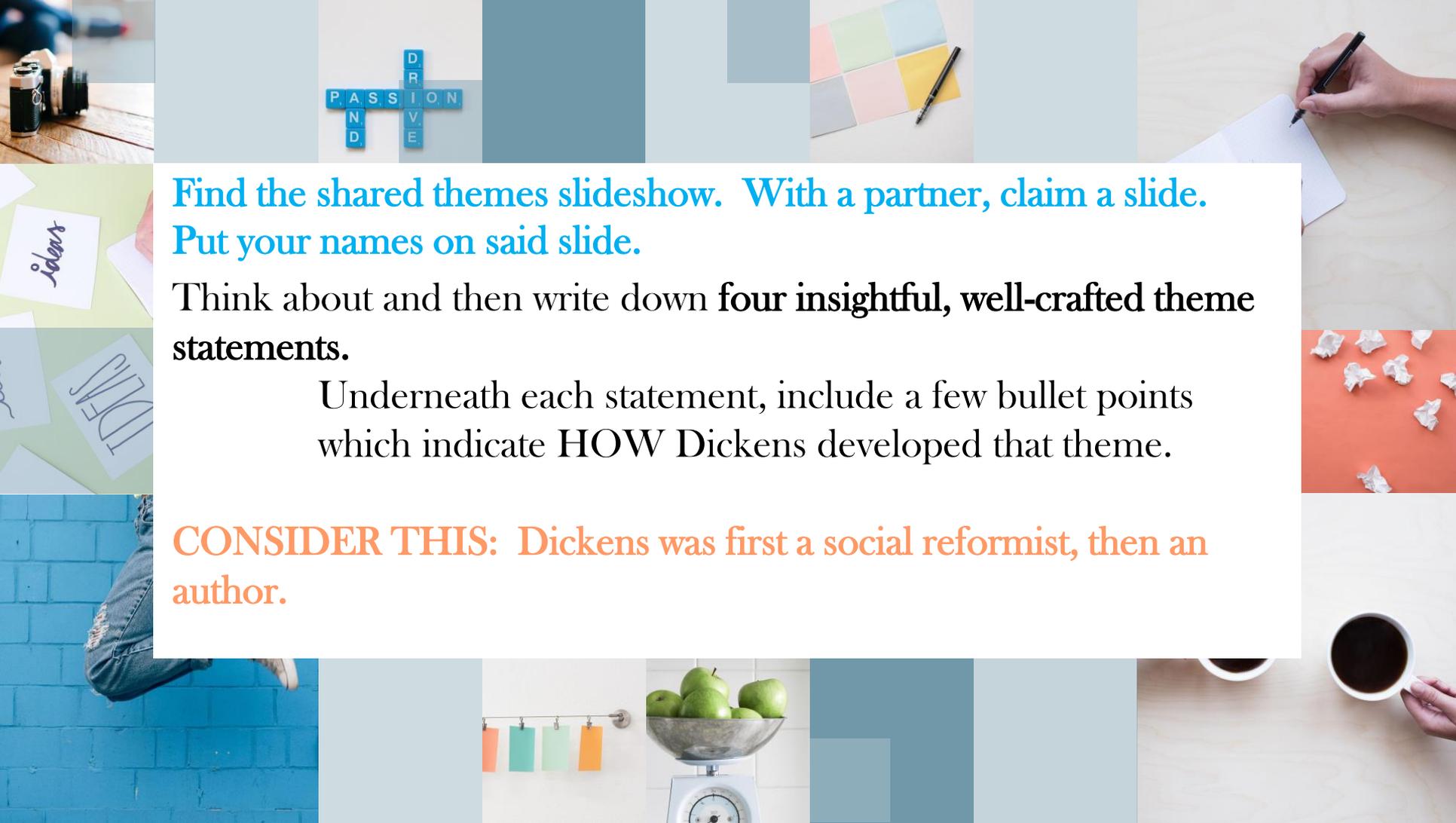
When listing a theme, you **ALWAYS** need to state it in a complete sentence. Themes are **NEVER** one word or just a short phrase. A theme statement specifies **HOW** the theme applies to the work.



Ex: for *Frankenstein*

NOT: Parenting

INSTEAD: Committed, nurturing parenting is essential to the overall healthy development of a child.



Find the shared themes slideshow. With a partner, claim a slide.
Put your names on said slide.

Think about and then write down **four insightful, well-crafted theme statements**.

Underneath each statement, include a few bullet points which indicate **HOW** Dickens developed that theme.

CONSIDER THIS: Dickens was first a social reformist, then an author.

NOW...

- Create a second slide.
- On that slide, craft your thematic statements into thematic thesis statements. Use template we've been working with all year. You can find that [HERE](#).
- In his novel *A Tale of Two Cities*, Charles Dickens contemplates the concepts of redemption and resurrection ultimately revealing that with perseverance and support, even the darkest of existences can begin anew.
- Highlight your top two choices and be ready to share them out.

DIDLS

■ Remember **TPCASTT** (title, paraphrase, connotation, attitude, shift, title, and them) **and SIFT** (symbols, images, figurative language, and tone/theme) ?

■ **DIDLS is another strategy for tackling poetry.**

■ Check out the handouts I'm giving you.

■ DIDLS focuses on HOW authors create **TONE**.

DIDLS

- **D = DICTION:** it's all about connotation.
- How does the author's word choice lend to meaning?
 - Look closely at specific words and their connotation; what feelings they evoke, meanings they suggest, etc.

- **I = IMAGES:** how do they appeal to the senses?
 - Are the images vibrant, striking, plain, prominent? How does this affect the piece's overall meaning?

DIDLS

■ **D = DETAILS:** facts that are included or those that are omitted.

□ What details does the author choose to include? What do they imply? Details are facts. They aren't sensory.

■ **L = LANGUAGE:** the overall use of language, such as formal, clinical, jargon

□ Consider language to be the entire body of words used in a text, not isolated bits of diction.

□ What is the overall impression of the language the author uses? Does it reflect education? Intelligence? Is it plain? Ornate? Simple? Clear? Figurative? How does this affect tone?

DIDLS

■ **S = SENTENCE STRUCTURE** – how structure affects the reader's attitude

□ **What are the sentences like?** Are they simple with one or two clauses? Do they have multiple phrases? Are they choppy? Flowing? Is there parallel construction? What emotional impression do they leave?

DIDLS

■ SHIFTS IN TONE

- Clues for shifts in tone:
- Key words (but, yet, nevertheless, however, although)
- Punctuation
- Paragraph divisions
- Changes in sentence length
- Sharp contrasts in diction

IN YOUR TABLE GROUPS...

- One at a time, read each Dickinson poem aloud and then share insights from your annotations.
- What did you think each poem was about?
- What images, language, methods stood out for you? **Compare notes.**
- Go through and apply the DIDLS approach together to each poem.
- Let's share ideas as a class in a discussion circle

BEFORE NEXT CLASS...

M2:

- Complete the Socratic seminar prep work **BEFORE** Wednesday's class.
- Our Socratic seminar will be in class on Wednesday.
- You should have *The Poisonwood Bible* by next class.



BEFORE NEXT CLASS...

G4:

- Complete the Socratic seminar prep work **BEFORE** Thursday's class.
- Our Socratic seminar will be in class on Thursday.
- Complete the thematic thesis statement slides on Classroom (which you were supposed to do in class last Friday.)
- You should have *The Poisonwood Bible* by next class.

