

# AP Lit & Comp

3/11 & 3/12 '20

1. Discuss the Shakespearian sonnets
2. Practice M/C
3. OEQ tips
4. Revisit *ATOTC* themes
5. We will write our OEQ next class and look at "The Revelation"

# Pull out those sonnets

- Let's talk through them using the DIDLS approach as a starting point for analysis.

# Multiple Choice Practice

- We're going to take about 25 minutes to complete two sections of multiple choice questions.
- Apply all the strategies we've been learning as you work through the passages and the questions.
- You'll table talk them when you're done.

# Now discuss in table groups

- Talk through each question and come to consensus on an answer that everyone can live with.
- Really listen to each other's rationale and answer explanations.

# “Bright Star”

- An apostrophe is addressing something that cannot answer you.
- Note that the Keats poem is a SONNET.
- (It’s 14 lines)
- It’s an **Italian sonnet** – divided into 8 lines and then 6.
- Notice the shift is at line 9
- An **aubade** is a poem or piece of music that’s about the dawn or morning.
- Specialized terms will almost always be distractors, as will **metonymy** and **synecdoche**
- Write in substitutes for words like “thou” and “thee” to clarify meaning.

# REVIEW THEMES BEFORE NEXT CLASS...

- We will write our OEQ for *ATOTC* next class.
- I will give you several prompts to choose from. Once you've chosen, you'll have 40 minutes to write your response.
- Review the thematic thesis statement template and have several good themes in mind that you can apply to the prompt you choose.

# OEQ Tips

It's all about **MOWAW.**

**M = Meaning**

**O = of**

**W = the work**

**A = as a**

**W = whole**

**THEME**

# OEQ Tips

## To prepare:

- Review the **TREX** formula (which you should be using for the body paragraphs for all AP essays.)
- Review the thematic thesis statement template that we learned back in September. [Here's a link to that document.](#)
- Review the theme statements for *ATOTC* on Classroom and familiarize yourself with **five of them**, so you're comfortable writing about them.



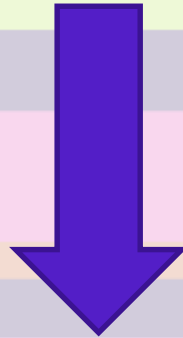
# TREX (EX)

- **T** = Topic sentence
- **R** = Ready the reader for your first example and set up example
- **E** = Present your first example
- **X** = Explain your example and connect to topic sentence
- Repeat **E & X** above
- You can repeat **E & X** a third time.
- Write a clincher sentence that ties back to your topic sentence/thesis **AND MOWAW**.
  
- Every body paragraph for all three AP essays should follow this format! (you only need the **MOWAW** part for essay #3.)

# Basic format for OEQ:

- Paragraph 1 is your thesis statement, which needs to specifically make a claim about a universal theme in the work. You will need to match the theme up with the prompt.
- Your body paragraphs will then go into specific detail about **HOW** the author gets that theme across.
- You will use specific examples from the text, but no actual quotes, since you won't have the text in front of you.
- You will end the essay with a concluding statement that is punctuated as its own paragraph - connect back to theme.
- **Let's check out the new rubric.**

**Some sample thesis statements**



In his novel *A Tale of Two Cities*, Charles Dickens demonstrates that the concept of resurrection is possible on both a personal and societal level, **ultimately revealing** that with hard work and perseverance, there will be a light in the darkness.

## **BODY PARAGRAPHS:**

1. Doctor Manette's situation and how Dickens uses it to demonstrate resurrection
2. Sydney Carton's resurrection and how it leads to the French society's resurrection as a whole

In the novel A Tale of Two Cities, Charles Dickens demonstrates the transformative power of sacrifice, ultimately revealing that love is stronger than hatred.

### **BODY PARAGRAPHS:**

1. Miss Pross's love for Lucie overcomes Madame Defarge's vengeful hatred.
2. Sydney Carton's love for Lucie overcomes the hatred and vengeance of the revolutionists.
3. Lucie's love for her father helps him overcome the hatred that put him in prison and nearly ruined him.

In his novel *A Tale of Two Cities*, Charles Dickens reveals the consequences of revenge, showing that one who becomes consumed by retaliation can lose sight of the repercussions, ultimately resulting in her own downfall.

## **BODY PARAGRAPHS:**

1. Madame Defarge's situation
2. The peasant class (revolutionaries)

# For next class...

- Finish reading through “The Revelation” in *The Poisonwood Bible*.
- Review themes (on Classroom) for *A Tale of Two Cities*.