



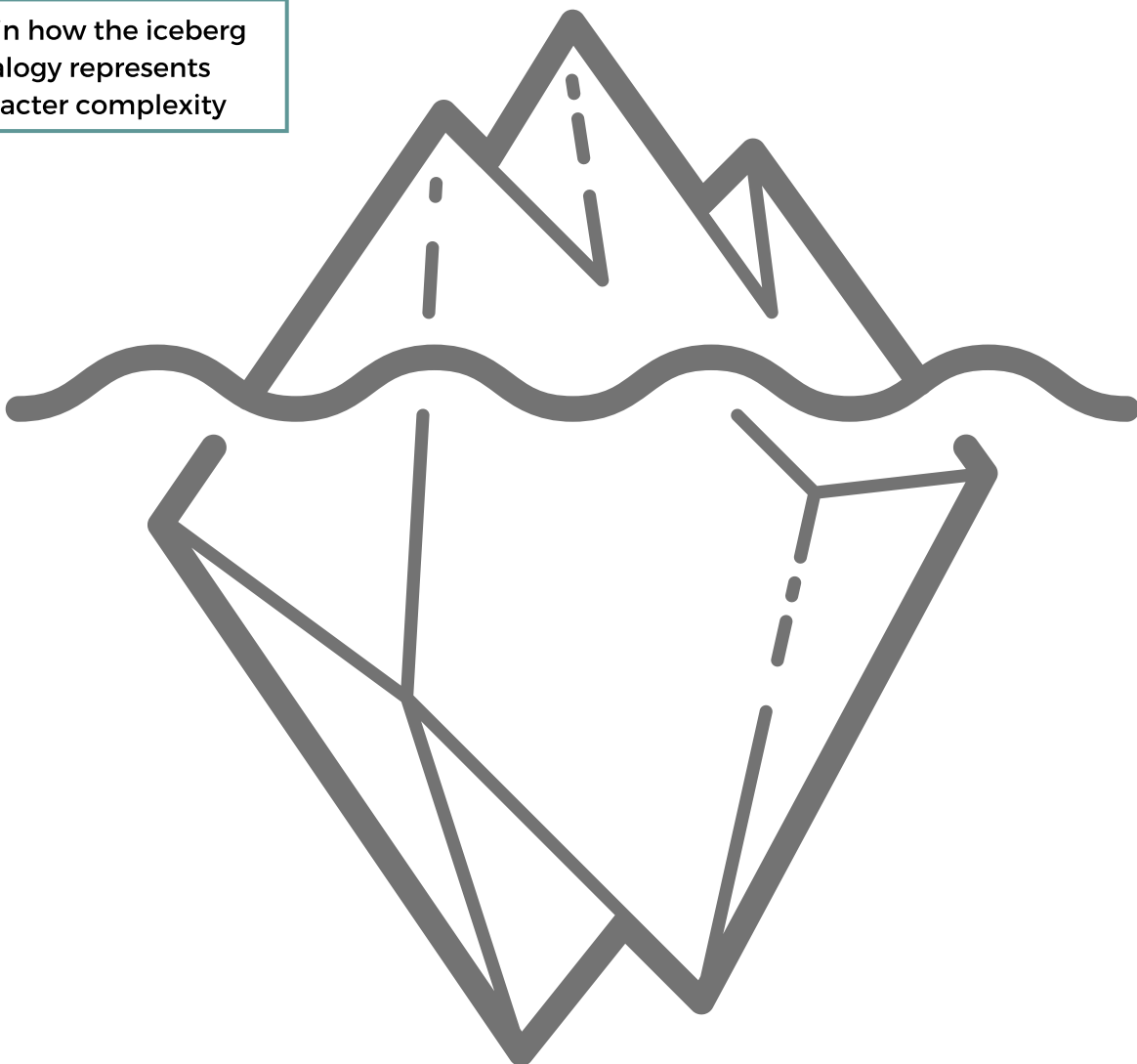
VIDEO 1

KEY CONCEPTS

As a reader, we must look below the surface actions, speech, and thoughts of a character and think about the motivation behind the outward behavior.

- What might cause a character to _____ a certain way?
- What might cause a character to _____ a certain way?
- What might cause a character to _____ a certain way?

Explain how the iceberg analogy represents character complexity





SALVAGE THE BONES BY JESMYN WARD

When we were younger and Mama had to get us up in the morning for school, she would touch our backs first. And when she felt us twitch under her hands, felt us move toward morning, she would softly tell us to wake up, that it was time for school. When she died and Daddy had to wake us up, he wouldn't touch us. He'd knock on the wall next to our door, hard: shout, *Wake up*.

What might cause Esch to think this way?

And then I get up because it is the only thing I can do. I step out of the ditch and brush the ants off because it is the only thing I can do. I follow Randall around the house because it is the only thing I can do; if this is strength, if this is weakness, this is what I do. I hiccup, but tears still run down my face. After Mama died, Daddy said, *What are you crying for? Stop crying. Crying ain't going to change anything. We never stopped crying. We just did it quieter. We hid it. I learned how to cry so that almost no tears leaked out of my eyes, so that I swallowed the hot salty water out of them and felt them running down my throat. This was the only thing that we could do. I swallow and squint through the tears, and I run.*

What might cause Esch to act this way?

CHARACTERIZATION: DETAILS AND MOTIVATION

- Examine the motivation behind the actions, thoughts, and speech of a character.
- Think about what is obvious but also what is not obvious.
- Visualize an iceberg with actions, speech, and thoughts above the waterline and motivation below the waterline.
- Read between the lines.



VIDEO 2

CHARACTERIZATION THROUGH COMPARISON

When a narrator or speaker compares a character to another thing or character, the reader can make inferences about the speaker and the comparison.

QUESTIONS TO CONSIDER:

- Do I fully understand the comparison?
- What specific traits can be transferred in the comparison?
- What does the comparison reveal about a character in their present circumstances?

SALVAGE THE BONES BY JESMYN WARD

In Mythology, I am still reading about Medea and the quest for the Golden Fleece. Here is someone that I recognize. When Medea falls in love with Jason, it grabs me by the throat. I can see her. Medea sneaks Jason things to help him: ointments to make him invincible, secrets in rocks. She has magic, could bend the natural to the unnatural. But even with all her power, Jason bends her like a young pine in a hard wind; he makes her double in two. I know her.





ANALYSIS EXAMPLE

Through the comparison of Medea, Esch finds someone with whom she can identify even though she has to step outside of her physical world to do so. Surrounded by men and the impending storm, Esch escapes into thoughts of a female heroine who also loves hard describing her reading of Medea falling in love with Jason as grabbing her 'by the throat.' Esch has no choice in her love, like Medea, and like Medea uses her 'magic' to rise above her circumstances and survive in her harsh world. Esch ends simply by saying 'I know her' to infer that Medea is not just a character but someone who becomes her role model as she does not have any females to look up to.

CHARACTERIZATION THROUGH COMPARISON

Comparisons can reveal both perspective and innate qualities in characters.

In addition, these comparisons can also add meaning to the work as a whole by:

- providing context for a scene.
- revealing meaning about a central or controlling idea in a text.
- foreshadowing events to come.
- adding to the tone of the passage.



VIDEO 1

RELATIONSHIP BETWEEN CHARACTER AND PLOT



Plot - series of events in a story



Characters - perform the actions of the events

CHARACTER AND PLOT

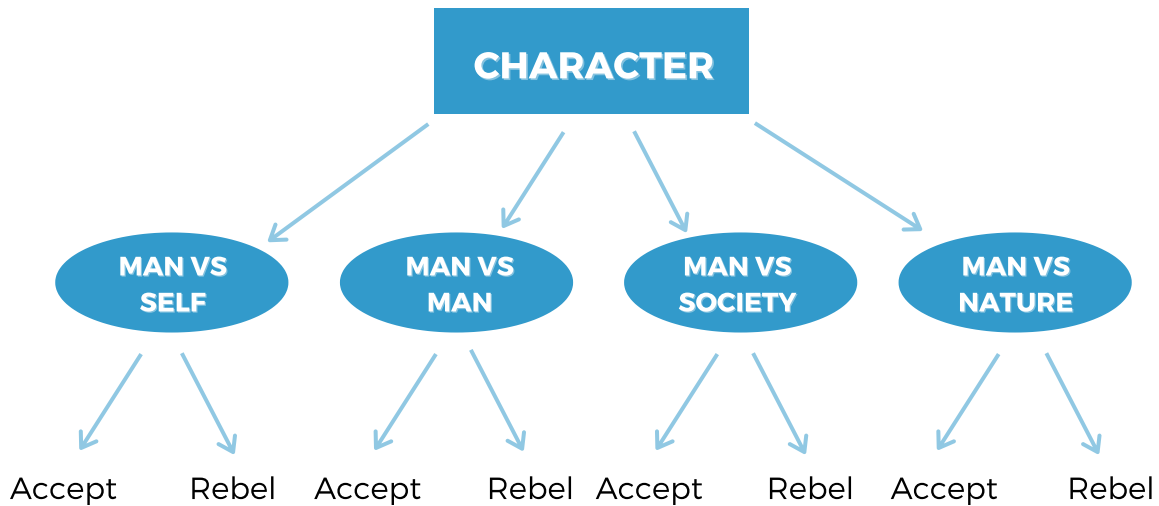
A dynamic character who develops over the course of the narrative often makes choices that directly or indirectly affect the climax and/or the resolution of that narrative.

Dynamic character - one who changes over the course of the story. This change can be better or for worse.

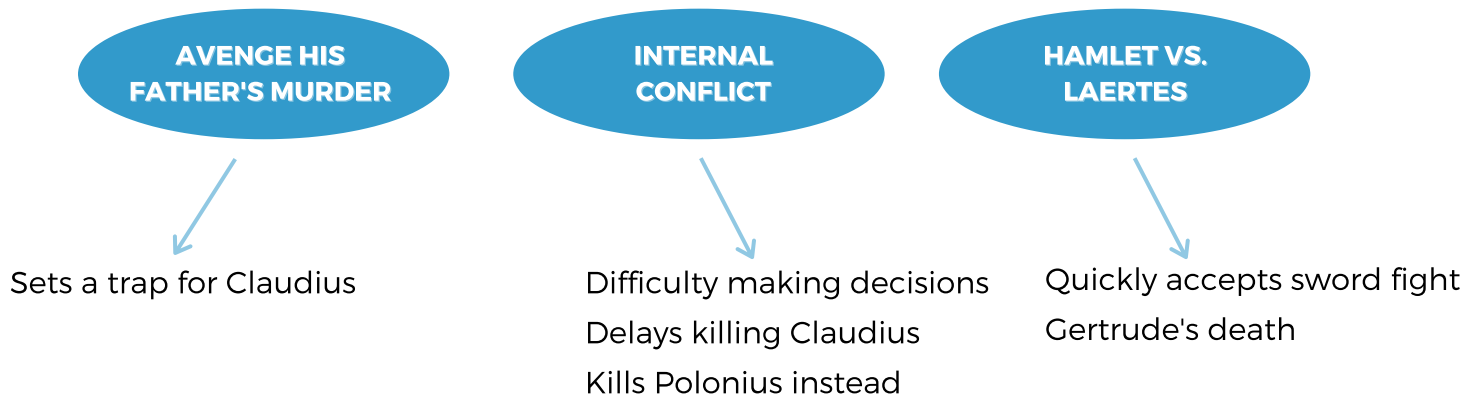
The way characters respond to conflict also affects plot. Characters will either rebel and act out against conflict or submit to it.



CHOICE AFFECTS PLOT



HAMLET



CHARACTERS & PLOT

Character's actions (or non-action) affect the plot

Consider a character's response to conflict when analyzing a character.

The character's personality determines how he or she responds to the conflict.



VIDEO 2

CHARACTERIZATION

_____ can cause a character to change or remain the same.

_____ can cause a character to change or remain the same.

Changes in characters can manifest themselves _____
_____.

Changes in characters are often noted in _____.

Changes in characters give insight into a _____.

QUESTIONS TO CONSIDER:

- What provokes a character to change or remain unchanged?
- What are the comparable traits of a character before and after he or she changes?
- To what degree does the text convey empathy for those characters who change or for those who remain unchanged?
- To what degree does a character's changing constitute progress or decline?
- How does a character's changing or remaining unchanged affect other elements of the literary work and/or contribute to the meaning of the work as a whole?

MACBETH BY WILLIAM SHAKESPEARE

First half of play:

"If chance will have me king, why, chance may / crown me / Without my stir." (I, iii)

"The service and the loyalty I owe / In doing it pays itself." (I, iv)

"Stars, hide your fires; / Let not light see my black and deep desires." (I, iv)

I dare do all that may become a man; / Who dares do more is none." (I, vii)

"I am afraid to think what I have done; Look on 't again I dare not." (II, ii)

Second half of play:

"To be thus is nothing, / But to be safely thus. Our fears in Banquo / Stick deep, and in his royalty of nature / Reigns that which would be feared." (III,i)

Kills Macduff's family

"I have almost forgot my taste of fears. The time has been, my senses would have cooled To hear a night-shriek; and my fell of hair Would, at a dismal treatise, rouse and stir As life were in't. I have supped full with horrors. Direness, familiar to my slaughterous thoughts, Cannot once start me." (V, v)



LADY MACBETH

Beginning of play:	End of play:
<p>"Yet do I fear thy nature; It is too full o' th' milk of human kindness To catch the nearest way: thou wouldst be great, Art not without ambition, but without The illness should attend." (I, v)</p> <p>"Give me the daggers. The sleeping and the dead / Are but as pictures." (II, ii)</p>	<p>"Out, damned spot! Out, I say! —One, two. Why, then, 'tis time to do 't. Hell is murky! —Fie, my lord, fie! A soldier, and afeard? What need we fear who knows it, when none can call our power to account?—Yet, who would have thought the old man to have had so much blood in him." (V, v)</p>

Identify qualities of Lady Macbeth at the beginning then at the end.

Are there scenes significant in this change?

How does change reinforce a central or controlling idea in the work?

REMEMBER:

Change can be a slow or quick process.

Change can be positive or negative.

Remaining unchanged also speaks to the character.

Character progression always speaks to a central or controlling idea in a text.

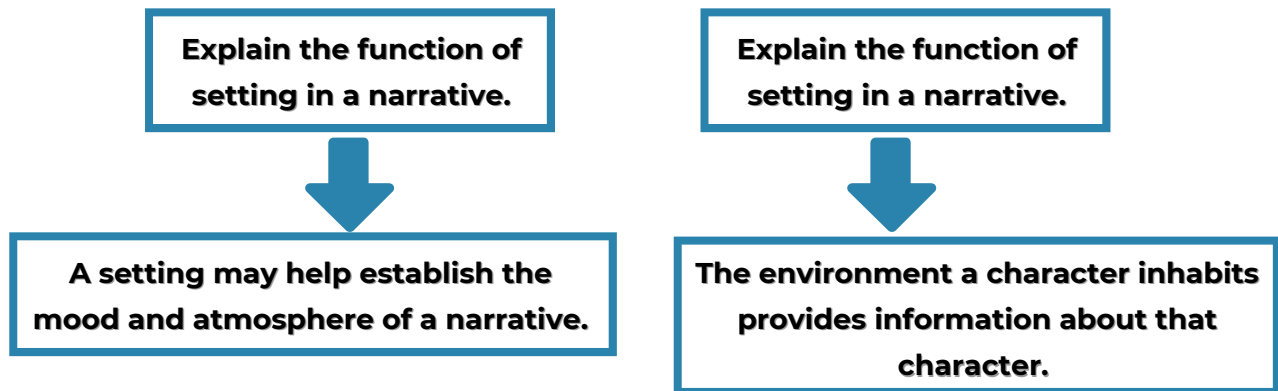


VIDEO 1

SETTING

Setting and the details associated with it not only depend on time and place, but can also convey values associated with that setting.

Setting can also include social, cultural, and historical elements.



BLESS ME, ULTIMA BY RUDOLFO ANAYA

Ultima came to stay with us the summer I was almost seven. When she came the beauty of the llano unfolded before my eyes, and the gurgling waters of the river sang to the hum of the turning earth. The magical time of childhood stood still, and the pulse of the living earth pressed its mystery into my living blood. She took my hand, and the silent, magic powers she possessed made the beauty from the raw, sun-baked llano, the green river valley, and the blue bowl which was the white sun's home. My bare feet felt the throbbing earth and my body trembled with excitement. Time stood still, and it shared with me all that had been, and all that was to come.

QUESTIONS TO CONSIDER REGARDING SETTING:

What do you notice regarding setting?

Why do you think it's important?

What effect does the setting have on a narrator or character?

What value(s) does this reinforce?

AP DAILY VIDEOS



UNIT 3 SKILL 2.A

REVIEWING EVIDENCE

Imagery	raw, sun-baked llano	the green river valley	The blue bowl which was the white sun's home
Figurative Language	the gurgling waters of the river sang to the hum of the turning earth	the pulse of the living earth pressed its mystery into my living blood	Time stood still, and it shared with me all that had been, and all that was to come
Effect on Character	The magical time of childhood stood still	Its mystery into my living blood	my body trembled with excitement

Value: _____

THINK ABOUT SETTING AS MORE THAN TIME AND PLACE

The Handmaid's Tale and *The Testaments* by Margaret Atwood - _____

The Importance of being Earnest by Oscar Wilde - _____

The Poisonwood Bible by Barbara Kingsolver - _____

Frankenstein in Baghdad by Ahmed Saadawi - _____



VIDEO 1

SIGNIFICANT PLOT EVENTS

ZOOM IN

- What does this scene reveal about the character?
- What conflict(s) are introduced, expanded on, or resolved in this scene?
- What specific words are repeated or emphasized in the scene? Why might they be important?
- Is there figurative language in this scene? How does this add to or expand the meaning of the scene?



ZOOM OUT

- What impact does this scene have on a character moving forward? Does it serve as a turning point?
- Where does this scene fit into the overall structure or plotline of the text? Is it pushing the plot forward or resolving conflicts?
- How does this scene speak to larger ideas in the text?

BIG IDEAS

CHR Character

SET Setting

STR Structure

NAR Narration

FIG Figurative Language

LAN Literary Argumentation

ENDURING UNDERSTANDINGS

Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Skill Category 1

Explain the function of character.

Skill Category 2

Explain the function of setting.

Skill Category 3

Explain the function of plot and structure.

Skill Category 4

Explain the function of the narrator or speaker.

Skill Category 5

Explain the function of word choice, imagery, and symbols.

Skill Category 6

Explain the function of comparison.

Skill Category 7

Develop textually substantiated arguments about interpretations of part or all of a text.



What small details do you notice about the text? How can they contribute to the text's setting or characterization?

Directions: Respond below each excerpt, or color code, to show the different details pertaining to setting, Victor's characterization, and the creature's characterization.

FRANKENSTEIN BY MARY SHELLEY

It was on a dreary night of November that I beheld the accomplishment of my toils. With an anxiety that almost amounted to agony, I collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs.

How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form? His limbs were in proportion, and I had selected his features as beautiful. Beautiful! Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun-white sockets in which they were set, his shrivelled complexion and straight black lips.

AP DAILY VIDEOS



UNIT 3 SKILL 3.E

The different accidents of life are not so changeable as the feelings of human nature. I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart. Unable to endure the aspect of the being I had created, I rushed out of the room and continued a long time traversing my bed-chamber, unable to compose my mind to sleep.

BIG PICTURE

Setting: _____

Victor's characterization: _____

Creature's characterization: _____

Perspective: _____

Controlling Ideas: _____

REMEMBER:

Look at the scene on its own, paying attention to the small details.

Look at the scene in context of the work as a whole.

Small details can have big effects.

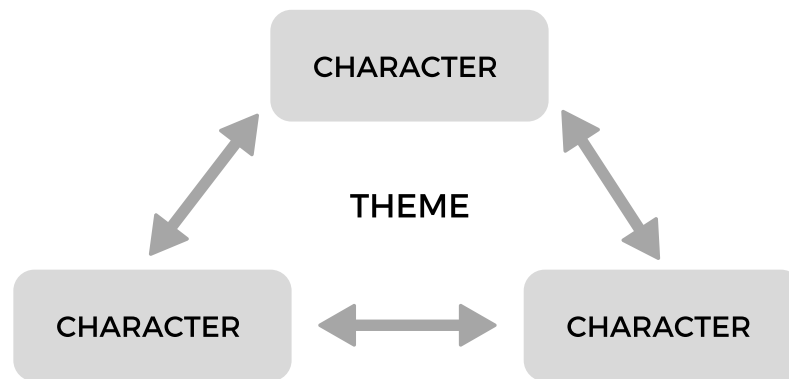


VIDEO 2

SIGNIFICANT PLOT EVENTS

QUESTIONS TO CONSIDER:

- Which event or events in a plot have a significant relationship to a character, conflict, another event, thematic idea, etc., and what is the relationship?



- How is an event in a plot a cause or effect of another event?
- How does an event or related set of events cause, develop, or resolve a conflict?
- How can an event or related set of events represent competing value systems?
- How does an event create anticipation or suspense in a reader?
- How does an event or related set of events contribute to meaning in the whole work?

How do thematic ideas develop across the texts? Beneath each excerpt, take notes on what happens in the plot and how it contributes to broader concepts.

FRANKENSTEIN BY MARY SHELLEY

I beheld the wretch—the miserable monster whom I had created. He held up the curtain of the bed; and his eyes, if eyes they may be called, were fixed on me. His jaws opened, and he muttered some inarticulate sounds, while a grin wrinkled his cheeks. He might have spoken, but I did not hear; one hand was stretched out, seemingly to detain me, but I escaped and rushed downstairs. I took refuge in the courtyard belonging to the house which I inhabited, where I remained during the rest of the night, walking up and down in the greatest agitation, listening attentively, catching and fearing each sound as if it were to announce the approach of the demoniacal corpse to which I had so miserably given life.



How do thematic ideas develop across the texts? Beneath each excerpt, take notes on what happens in the plot and how it contributes to broader concepts.

The whole village was roused; some fled, some attacked me, until, grievously bruised by stones and many other kinds of missile weapons, I escaped to the open country and fearfully took refuge in a low hovel, quite bare, and making a wretched appearance after the palaces I had beheld in the village. This hovel however, joined a cottage of a neat and pleasant appearance, but after my late dearly bought experience, I dared not enter it. My place of refuge was constructed of wood, but so low that I could with difficulty sit upright in it. No wood, however, was placed on the earth, which formed the floor, but it was dry; and although the wind entered it by innumerable chinks, I found it an agreeable asylum from the snow and rain.

“My heart beat quick; this was the hour and moment of trial, which would decide my hopes or realise my fears. The servants were gone to a neighbouring fair. All was silent in and around the cottage; it was an excellent opportunity; yet, when I proceeded to execute my plan, my limbs failed me and I sank to the ground. Again I rose, and exerting all the firmness of which I was master, removed the planks which I had placed before my hovel to conceal my retreat. The fresh air revived me, and with renewed determination I approached the door of their cottage.

“At that instant the cottage door was opened, and Felix, Safie, and Agatha entered. Who can describe their horror and consternation on beholding me? Agatha fainted, and Safie, unable to attend to her friend, rushed out of the cottage. Felix darted forward, and with supernatural force tore me from his father, to whose knees I clung, in a transport of fury, he dashed me to the ground and struck me violently with a stick. I could have torn him limb from limb, as the lion rends the antelope. But my heart sank within me as with bitter sickness, and I refrained. I saw him on the point of repeating his blow, when, overcome by pain and anguish, I quitted the cottage, and in the general tumult escaped unperceived to my hovel.”

AP DAILY VIDEOS



UNIT 3 SKILL 3.E

How do thematic ideas develop across the texts? Beneath each excerpt, take notes on what happens in the plot and how it contributes to broader concepts.

"You must create a female for me with whom I can live in the interchange of those sympathies necessary for my being. This you alone can do, and I demand it of you as a right which you must not refuse to concede."

I thought with a sensation of madness on my promise of creating another like to him, and trembling with passion, tore to pieces the thing on which I was engaged. The wretch saw me destroy the creature on whose future existence he depended for happiness, and with a howl of devilish despair and revenge, withdrew.

While I still hung over her in the agony of despair, I happened to look up. The windows of the room had before been darkened, and I felt a kind of panic on seeing the pale yellow light of the moon illuminate the chamber. The shutters had been thrown back, and with a sensation of horror not to be described, I saw at the open window a figure the most hideous and abhorred. A grin was on the face of the monster; he seemed to jeer, as with his fiendish finger he pointed towards the corpse of my wife. I rushed towards the window, and drawing a pistol from my bosom, fired; but he eluded me, leaped from his station, and running with the swiftness of lightning, plunged into the lake.

**REMEMBER: SEPARATING THE ELEMENTS IS DIFFICULT, BUT THEY
ALL WORK TOGETHER LIKE A _____.**



VIDEO 1

CONFLICT

THE ROLE OF CONFLICT IN STRUCTURE

Conflict is tension between competing values either within a character, known as internal or psychological conflict, or with outside forces that obstruct a character in some way, known as external conflict.

Internal Conflicts	External Conflicts
Identity Fear Change Overcoming past	Other characters Society Nature Technology

QUESTIONS TO CONSIDER:

- How might a conflict represent opposing motivations or values?
- How might a conflict arise from a contrast?
- What is the relationship of a particular conflict to other conflicts?
- How does the resolution or continuation of a conflict affect a character, plot, narrator, speaker, etc.?
- How does a conflict contribute to meaning in the whole work?

PRIDE AND PREJUDICE BY JANE AUSTEN



"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife."



ELIZABETH BENNET

Internal Conflicts	External Conflicts
Marrying for love, yet needing financial security	Elizabeth's mother Mr. Collins
Overcoming pride concerning Darcy	Miss Bingley Lady Catherine

Elizabeth's internal conflict directly causes external conflicts.

WHY ARE CONFLICTS IMPORTANT?

Internal conflicts, and especially how they are resolved, point the reader to a central or controlling idea in the text.

External conflicts often arise from tensions with other characters who have different values. Consider what values are being highlighted and what statement the author is making about society through those values.

Think of conflicts as a road into character development and controlling ideas.



VIDEO 2
CONFLICTS

A primary conflict can be heightened by the presence of additional conflicts that intersect with it.

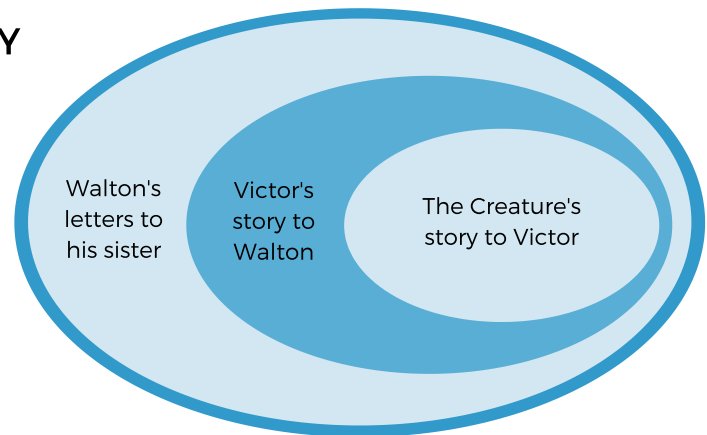


Explain the metaphor of the tug-of-war in connection with multiple conflicts:

FRANKENSTEIN BY MARY SHELLEY

Primary Conflict:

Secondary Conflict:



QUESTIONS TO CONSIDER (FROM END OF LESSON):

- What is the relationship of a particular conflict to other conflicts?
- How do secondary conflicts highlight primary conflicts?
- How does the resolution or continuation of a conflict affect a character, plot, narrator, speaker, etc.?
- How does the resolution or continuation of a conflict affect a reader's experience with the text?
- How does a conflict contribute to meaning in the whole work?



ROBERT WALTON CONFLICTS

Secondary Conflict	Primary Conflict
Robert Walton	Victor's responsibility in his pursuit of knowledge
<p>"I try in vain to be persuaded that the pole is the seat of frost and desolation; it ever presents itself to my imagination as the region of beauty and delight."</p> <p>I desire the company of a man who could sympathize with me; whose eyes would reply to mine."</p> <p>"I bitterly feel the want of a friend."</p> <p>"I cannot lead them unwillingly to danger, and I must return."</p>	<p><i>Walton's ambition and quest for knowledge and exploration mirror Victor's ambition in science experimentation.</i></p> <p><i>Walton desires companionship. This is also seen in Victor and the Creature as a direct result of Victor's abandonment of the Creature since he did not consider the consequences of his pursuit of knowledge.</i></p> <p><i>Walton, unlike Victor, considers the danger of exploration at all costs.</i></p>

The secondary conflicts seen in Robert Walton highlight and draw attention to Victor.

CREATURE CONFLICTS

Secondary Conflict	Primary Conflict
The Creature	Victor's responsibility in his pursuit of knowledge
<p>"When I looked around I saw and heard of none like me. Was I, then, a monster, a blot upon the earth, from which all men fled and whom all men disowned?"</p> <p>"I am malicious because I am miserable. Am I not shunned and hated by all mankind?"</p>	<p><i>The Creature emphasizes that he is truly alone—rejected by society and with no other species like him. This is a direct result of Victor's pursuit of creation at all costs without regard to the consequences.</i></p>

The secondary conflicts seen in the Creature highlight and draw attention to Victor.



VIDEO 1

PARAGRAPH DEVELOPMENT

What does the paragraph development process look like when writing about longer fiction or novels?

As someone in fire or
under water
(comparison subject)

Main Subject

Conclusions drawn?

What is the tone? Choose 2-3 adjectives to describe the tone based on the simile.

FUNCTIONS OF SIMILE

- Similes force the reader to think of an object or idea in a different or unusual way through the transfer of a quality from one thing to another.
- Similes are important to expanding the meaning of a poem and identifying the poet's tone.



What does the paragraph development process look like when writing about longer fiction or novels?

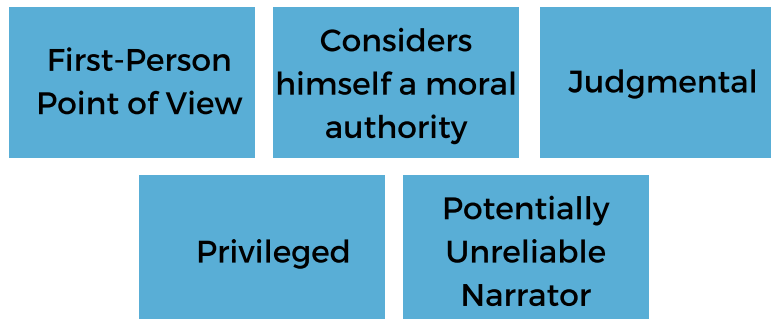
- Make _____
- Identify _____
- Defend _____

THE GREAT GATSBY BY F. SCOTT FITZGERALD

Read p. 3-4 of Chapter 1 here: <https://www.planetebook.com/free-ebooks/the-great-gatsby.pdf>

How does the author use point of view to reveal the narrator?

CLAIMS ABOUT THE NARRATOR



EVIDENCE TO SUPPORT CLAIMS

- "Whenever you feel like criticizing anyone,' he told me, 'just remember that all the people in the world haven't had the advantages you've had.'
- "In consequence I'm inclined to reserve all judgements, a habit that has opened up many curious natures to me and also made me the victim of not a few veteran bores."
- "The abnormal mind is quick to detect and attach itself to this quality when it appears in a normal person"
- "I was privy to the secret griefs of wild, unknown men."
- "Most of the confidences were unsought..."
- "...the intimate revelations of young men or at least the terms in which they express them are usually plagiaristic and marred by obvious suppressions."
- "I snobbishly repeat a sense of the fundamental decencies is parcelled out unequally at birth."
- "When I came back from the East last autumn I felt that I wanted the world to be in uniform and at a sort of moral attention forever..."
- "Only Gatsby, the man who gives his name to this book, was exempt from my reaction—Gatsby who represented everything for which I have an unaffected scorn."

AP DAILY VIDEOS



UNIT 3 SKILL 7.A

FOCUS QUESTION

In Chapter 1 of *The Great Gatsby* by F. Scott Fitzgerald, how does the author use point of view to reveal the narrator, Nick Carraway?

CLAIM

Nick Carraway, the first-person narrator, establishes himself as the protagonist and an honest critic of men like Jay Gatsby.

SUB-CLAIM

While at this point in the novel readers do not yet have enough information to determine if Nick is a reliable narrator, there is enough evidence to suggest that readers ought to skeptically view his accounts of events surrounding Jay Gatsby.

CLAIM ABOUT NARRATOR

In the opening scene of *The Great Gatsby* by F. Scott Fitzgerald, Nick Carraway, the first-person narrator, establishes himself as the protagonist and an honest critic of men like Jay Gatsby. Nick attributes his good nature and good fortune to one having been born to "prominent, well-to-do people." While at this point in the novel readers do not yet have enough information to determine if Nick is a reliable narrator, there is enough to suggest that one ought to proceed with caution.

EVIDENCE TO SUPPORT CLAIM ABOUT NARRATOR

Nick believes himself a moral authority with regard to his "curious nature," of which he blames for making him a "victim of not a few veteran bores" who willingly confide in him, as Gatsby does in subsequent chapters. Nick claims that he is "inclined to reserve judgments, a habit that has "opened him up to the "intimate revelations of young men" and made him "privy to the secret griefs of wild, unknown men." However, he points out that "those men sought [him] out" as they were men with "abnormal minds" that were "quick to detect and attach" themselves to him, "a normal person" who, because of his good breeding, his good graces, is willing to tolerate those who are "plagiaristic" and "marred."

DEFENSE FOR CLAIM

Nick, too, attributes his amiability to lessons learned from his father who repeated to him on several occasions: "Whenever you feel like criticizing anyone...just remember that all the people in this world haven't had the advantages that you've had."



Nick admits that while he repeats his father's words, he does so because of his *innate* ability to recognize that "fundamental decencies" are "parceled out unequally at birth," suggesting that for reasons divine or otherwise, he not only lends an ear to those willing to share unscrupulously, but that his willingness to listen is indicative of a kind of higher calling or moral obligation to those whose fortunes have rendered them at the mercy of the social and moral pillars of society, such as himself.

How does the author use *point of view* to reveal the narrator in the opening scene of *The Great Gatsby* by F. Scott Fitzgerald?

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VIDEO 1

DEVELOPING A THESIS

How to write a **thesis** as an **arguable statement** about an **interpretation** of a text

Thesis statements = **text as a whole**

Thesis statements = **one or more sentences** and a **line of reasoning**

FRANKENSTEIN BY MARY SHELLEY

- Foils: traits that emphasize _____ characteristics and qualities of main character
- Ideas/behavior _____ weaknesses or strengths of the main character
- Frankenstein by Mary Shelley: _____ serves as a foil to Victor Frankenstein

EVIDENCE TO SUPPORT CLAIMS

The Creature:

- "Be calm! I entreat you to hear me, before you give vent to your hatred on my devoted head. Have I not suffered enough that you seek to increase my misery?"
- "I will not be tempted to set myself in opposition to thee."
- "I am thy creature, and I will be even mild and docile to my natural lord and king, if thou wilt also perform my part, the which thou owest me."
- "Everywhere I see bliss, from which I alone am irrevocably excluded. I was benevolent and good; misery made me a fiend. Make me happy, and I shall again be virtuous."

Victor:

- "I perceived, as the shape came nearer (sight tremendous and abhorred!) that it was the wretch whom I had created."
- "Wretched devil! You reproach me with your creation, come on, then, that I may extinguish the spark which I so negligently bestowed."
- "My rage was without bounds; I sprang on him, impelled by all the feelings which can arm one being against the existence of another."
- "Devil," I exclaimed, "do you dare approach me? And do you not fear the fierce vengeance of my arm wreaked on your miserable head? Begone, vile insect! Or rather, stay, that I may trample you to dust!"



SAMPLE PARAGRAPH

The Claim

Evidence to Support Claim

Thesis Statement

In the novel *Frankenstein*, Mary Shelley juxtaposes the behavioral and temperamental qualities of the Creature and the scientist who created him, Victor Frankenstein. After facing abandonment, physical abuse, and emotional torture, the Creature pleads with a hostile Victor to "be calm" and hear him out, Victor, however, spews hatred and disdain, calling the Creature a "wretched devil" and "vile insect." The Creature, on the other hand, is eloquent and rational. Exhausted by the demands of a society that has judged him unfairly, he humbles himself in spite of his ability to physically dominate Victor and asks if Victor will do his part, the which thou owest" him. Victor's insistence that the Creature is a fiend and an abhorrence is in direct contrast to the Creature's docile demeanor and eloquent speech, illuminating Victor as a villainous, irrational foe and the Creature as a reasonable, contemplative giant, in need of a friend.

KEY TAKEAWAYS

- Thesis statements EXPRESS an interpretation of a literary text.
- Thesis statements REQUIRE defense.
- Thesis statements' defense is LIFTED from textual evidence.



VIDEO 1

DEVELOPING COMMENTARY

QUESTIONS TO EXPLORE:

- What is a line of reasoning?
- What is commentary?
- How do we identify and interpret a line of reasoning?

LITERARY FOIL PARAGRAPH FROM 7.B

In the novel *Frankenstein*, Mary Shelley juxtaposes the behavioral and temperamental qualities of the Creature and the scientist who created him, Victor Frankenstein. After facing abandonment, physical abuse, and emotional torture, the Creature pleads with a hostile Victor to "be calm" and hear him out, Victor, however, spews hatred and disdain, calling the Creature a "wretched devil" and "vile insect." The Creature, on the other hand, is eloquent and rational. Exhausted by the demands of a society that has judged him unfairly, he humbles himself in spite of his ability to physically dominate Victor and asks if Victor will do his part, the which thou owest" him. Victor's insistence that the Creature is a fiend and an abhorrence is in direct contrast to the Creature's docile demeanor and eloquent speech, illuminating Victor as a villainous, irrational foe and the Creature as a reasonable, contemplative giant, in need of a friend.

Claim

Evidence

Thesis

Line of Reasoning



Sequence of Claims



VIDEO 1

A LINE OF REASONING

Secondary Conflict	Primary Conflict	Primary Conflict
<p>Interpretations = thematic ideas</p> <p>Developed through:</p> <ul style="list-style-type: none"> • Close reading • Annotating • Questioning author's point of view 	<p>Claim = statement requiring defense with evidence</p> <p>Accumulation of ideas:</p> <ul style="list-style-type: none"> • Brought together in a cohesive manner • Creative, insightful observations within an essay 	<p>Effective evidence = specific, strategically placed</p> <p>Support:</p> <ul style="list-style-type: none"> • Claim • Thesis • Line of reasoning in an essay

WRITING PROMPT

The attached excerpt is from a novel, *Behold the Dreamers*, by Imbolo Mbue, published in 2016. In this passage, Jende Jonga, a Cameroonian immigrant, arrives for an interview with a top executive, Clark Edwards, at Lehman Brothers, an investment firm in the heart of New York City's financial district (Wall Street) and a major contributor to the collapse of the United States financial system during the Great Recession of 2008.

Read carefully the passage (<https://bit.ly/3mx7Lfj>). Then, in a well-written essay, analyze the complex portrayal of Jende Jonga as a foil to Clark Edwards.



AP DAILY VIDEOS



UNIT 3 SKILL 7.D

JENDE JONGA

Evidence/Details	Evidence/Details	Interpretation
"...he'd gone to the library on Thirty-fourth and Madison and a volunteer career counselor had written [a resume] for him."	He wore the suit he'd worn "the day he entered America."	Goal-driven, motivated
"He'd never work a suit to a job interview."	His goal was to "impress" Clark.	Self-pride
"Never been told to bring a copy of his resume."	He'd been "a farmer" and a "street cleaner" in Cameroon, and a "dishwasher and livery cabdriver" in Manhattan and The Bronx.	Hard worker, industrious
"His throat went dry." "His palms moistened."	He worried that Clark would ask "about his legal status in the country."	Nervous, worried
He "wanted his English to be perfect."	Though applying for a job as a chauffeur, he wanted to "come across as intelligent."	Thoughtful

CLARK EDWARDS

Evidence/Details	Interpretation
"Standing and feeding sheets of paper into a pullout shredder" when Jende entered.	Little regard and/or preparation for Jende's arrival Takes Jende for granted
Rather than speaking (as Jende had done), welcoming Jende into his office, or making eye contact with Jende, Clark gave an order upon noticing Jende in his office: "Have a seat."	Rude, impolite
His first question: "Do you have any tickets?"	Presumptive
His second question: "And, you haven't been in any serious accidents, right?"	Not interested in Jende as an individual
After skimming Jende's resume, Clark asks of Jende: "tell me about yourself." Jende can get no further than where he's from before Clark interrupts him with: "I see...What kind of papers do you have in this country?"	Not interested in Jende's experience
"I said what kind of papers?"	Patronizing tone of voice



CLAIMS ABOUT OPENING SCENE

There are moments in the opening scene when Jende's thoughts and actions range from insecure and acquiescent to brave and level-headed. Based partly on Clark's questions and demands, Jende's responses and reactions are tests of his integrity and may have influenced Clark to hire him on the spot. Though Clark's demeanor, actions, and questions suggest indifference towards Jende's internal, nervous sufferings, Jende remains polite and focused. This is a critical aspect of what he later learns as an integral requirement of the job for which he's interviewing and receives; the ability to appear unaffected by the emotional toll of the moment.

DO WE HAVE ENOUGH INFORMATION TO MOVE FROM AN INTERPRETATION TO A LINE OF REASONING?

Interpretations (characters)

- Read
- Annotate
- Question

Claim (foil)

- Impression
- Statement
- Below surface

Evidence (support)

- Relevant
- Placement
- Sufficient for task



VIDEO 2

A LINE OF REASONING

Interpretation	Claim	Evidence	Thesis and Line of Reasoning
Thematic ideas about a text <ul style="list-style-type: none"> • Close reading • Analysis • Questioning author's point of view 	Statement requiring defense with evidence <ul style="list-style-type: none"> • Accumulation of ideas • Cohesive • Create insightful ideas 	Specific and strategically placed <ul style="list-style-type: none"> • Supports claim, thesis, line of reasoning 	Sequence of claims <ul style="list-style-type: none"> • Thesis PREVIEWES line of reasoning

HOW DO WE BUILD A LINE OF REASONING?

Thesis Statement

Line of Reasoning

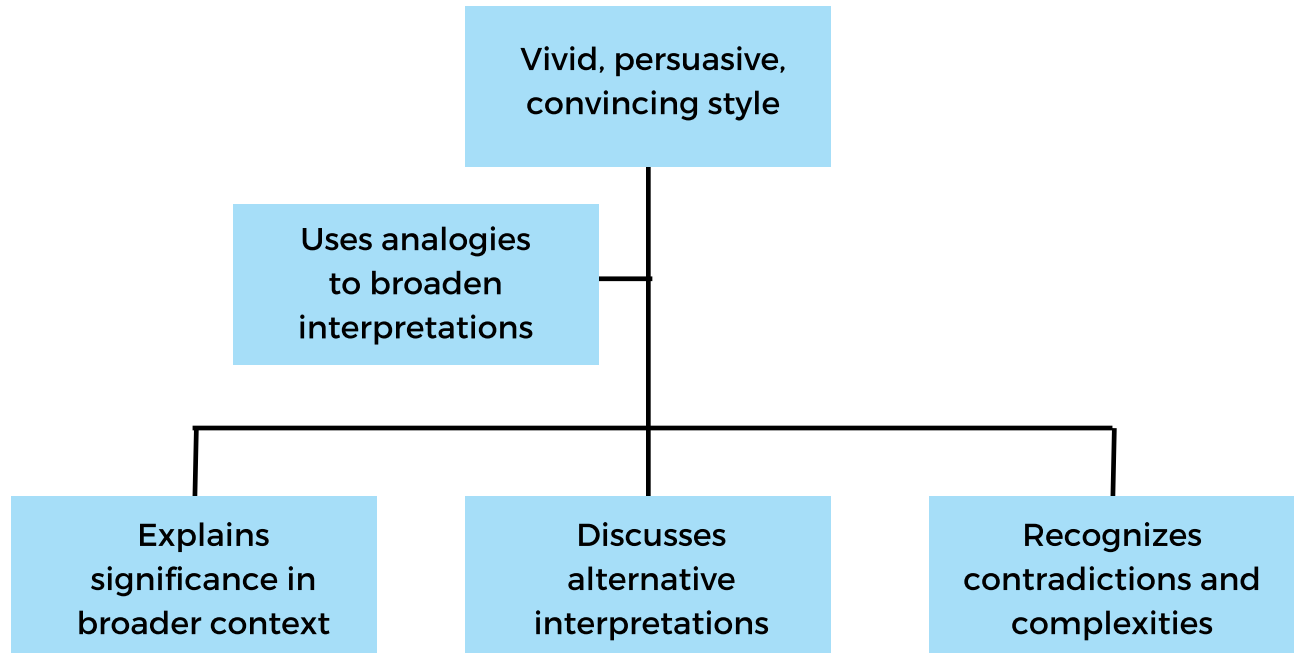
There are moments in the opening scene when Jende's thoughts and actions range from insecure and acquiescent to brave and level-headed. Based partly on Clark's questions and demands, Jende's responses and reactions are tests of his integrity and may have influenced Clark to hire him on the spot. Though Clark's demeanor, actions, and questions suggest indifference towards Jende's internal, nervous sufferings, Jende remains polite and focused. This is a critical aspect of what he later learns as an integral requirement of the job for which he's interviewing and receives; the ability to appear unaffected by the emotional toll of the moment. However, Jende soon learns that the internal conflict overwhelming him at the moment is an integral aspect of the job for which he is eventually hired. Jende's emotional intelligence and interpersonal skills exceeds Clark's, as Clark is unaware that his nonchalant and apathetic attitude toward Jende illuminates Jende's superior characteristic qualities.

WELL-WRITTEN AP ENGLISH LITERATURE ESSAYS INCLUDE:



VIDEO 1

SOPHISTICATION POINT ON AP LIT EXAM



What does **sophistication** in writing look like?

Original

There are moments in the opening scene when Jende's thoughts and actions range from insecure and acquiescent to brave and level-headed.

Revised

There are moments in the opening scene when Jende's thoughts and actions range from insecure and acquiescent to brave and level-headed. He is a man of modest means, a man of integrity, and a man hopeful that his meticulous preparation for a job interview with Clark Edwards will lead to employment and bring him a step closer to achieving the American Dream for himself and his family. Upon arriving at Lehman Brothers, Jende speaks politely to all he encounters. He refers to Clark as "Sir" and "half-bow[s]" upon facing Clark for the first time. Jende is fascinated by the office view overlooking Central Park, and news on the front page of the Wall Street Journal on Clark's desk, featuring Barack Obama's bid for president, reminding Jende of his purpose: He hopes America will deliver on its promise to accept his and his family's pledge to work hard and be responsible citizens.



What does **sophistication** in writing look like?

Original

Though Clark's demeanor, actions, and questions suggest indifference towards Jende's internal, nervous sufferings, Jende remains professional and composed.

Revised

Clark's demeanor, behavior, and questions, however, suggest indifference toward Jende's internal, nervous musings. Clark is dismissive of Jende's enthusiasm at being asked to share a bit about himself ("That was the question [Jende] and his wife, Neni, had discussed" and "Googled" and "read about" days in advance). Yet, no sooner does Jende state his own name, his wife's and his son's names, his home country—Clark silences him impatiently with: "I see," to which Jende obliges with a nervous, "Thank you, Mr. Edwards." Clark's words to follow are impersonal, reeking of stereotypical tropes: "Do you have outstanding tickets you need to resolve?" "And you haven't been in any serious accidents, right?" Despite the additional tension Clark creates, however, Jende remains professional and composed.

What does **sophistication** in writing look like?

Original

Jende understands that his work as a "farmer," "a livery cabdriver," a "dishwasher," and a "street cleaner" have not afforded him the same employment and cultural opportunities as Clark. Jende also understands that his level of education and access to opportunities pale when compared to Clark's experiences. However, Jende soon learns that the internal conflict that's overwhelming him during the interview is an integral aspect of the job for which he is eventually hired. Jende's emotional intelligence and interpersonal skills exceed Clark's, as Clark is unaware that his nonchalant and apathetic attitude toward Jende illuminates Jende's superior characteristic qualities.

Revised

Despite the additional tension Clark creates, however, Jende remains professional and composed. Jende understands that his work as a "farmer," "a livery cabdriver," a "dishwasher," and a "street cleaner" have not afforded him the same employment and cultural opportunities as Clark. Jende also understands that his level of education and access to opportunities pale when compared to Clark's experiences. However, Jende soon learns that managing the internal conflict that's overwhelming him during the interview is an integral aspect (or indirectly stated qualification) of the job for which he is eventually hired. Jende's emotional intelligence and interpersonal skills exceed Clark's, as Clark is unaware that his apathy and patronizing tone toward Jende illuminates Jende's more genuine, superior characteristic qualities.

SOPHISTICATION DEVELOPS COMPLEX LITERARY ARGUMENTS

- Explains significance or relevance of interpretations within a broader context.
- Discusses alternative interpretations of a text.
- Recognizes and accounts for contradictions and complexities in texts.
- Uses relevant analogies to develop better interpretations.
- Utilizes language in a vivid, persuasive, and convincing style and form.