

Date	Thursday, October 26th 2017
Objective	<p>Students will develop a deeper understanding of the AP Literature & Composition Exam by creating an essay prompt.</p> <p>Students will explore poetry as a medium of written and spoken expression.</p> <p>Students will identify and examine author's purpose.</p>
Activities(s)	<p>*Students will have read the following four poems for homework: Sonnet 19 by John Milton, <i>Who saw no sunrise cannot say</i>, by Emily Dickinson, <i>Tiresias</i>, by Lord Alfred Tennyson, and <i>Sonnet 152</i>, by William Shakespeare.</p> <p>I. Unpacking an AP Poetry Prompt:</p> <p>a. The following AP Poetry Prompt from the 2017 AP Literature Exam will be on the board when students arrive to the classroom: <i>The following poem is by Rachel M. Harper. Read the poem carefully. Then, considering such elements as imagery, form, and tone, write a well-organized essay in which you analyze the relationship between music and the speaker's complex memories of her family.</i></p> <p>Students will be asked: <i>What is the most important part in the prompt? Why?</i></p> <p>b. After three minutes, the students will engage in a full class discussion about what they feel is the most important part of the prompt.</p> <p>c. During the class discussion, the teacher will pose the following questions to students:</p> <ol style="list-style-type: none"> 1. What words are used? Why? 2. How does the question create guidelines that must be met while being open-ended? 3. What information is the question asking? <p>II. Paired Poems: Reverse Engineered:</p> <p>a. Students will select and two poems from their homework packet.</p> <p>b. Students will re-read the poems considering the author's purpose and the literary devices each poet uses to communicate and enhance his/her meaning.</p> <p><i>Task: Select two poems that you read for homework; consider the meaning of each poem as well as the author's purpose. Also consider</i></p>

which literary devices, which resources of language each poet uses to communicate and perhaps enhance his or her meaning. Compose an AP Literature paired poem essay prompt that could accompany these poems were they to appear on an AP Lit exam. Look at the essay prompts that appear with the paired poems that have appeared on past tests.

Write your prompt below: (15 Points):

c. Students will receive the following packet with three (3) A.P. Literature Paired Poem Prompts:

1977 Poem: “Piano” [2 poems with the same name] (D. H. Lawrence)

Prompt: Read both poems carefully and then write an essay in which you explain what characteristics of the second poem make it better than the first. Refer specifically to details of both poems.

(1) Piano by D. H. Lawrence

Somewhere beneath that piano’s superb sleek black

Must hide my mother’s piano, little and brown, with the back

That stood close to the wall, and the front’s faded silk
both torn, And the keys with little hollows, that my
mother’s fingers had worn.

Softly, in the shadows, a woman is
singing to me Quietly, through the
years I have crept back to see

A child sitting under the piano, in the boom of the shaking strings

Pressing the little poised feet of the mother who smiles as
she sings. The full throated woman has chosen a winning,
living song

And surely the heart that is in me must belong
To the old Sunday evenings, when darkness wandered outside
And hymns gleamed on our warm lips, as we watched mother’s
fingers glide.

Or this is my sister at home in the old front room

Singing love’s first surprised gladness, alone in the gloom.

She will start when she sees me, and blushing, spread out her hands
To cover my mouth's raillery, till I'm bound in her shame's
heart-spun bands.

A woman is singing me a wild Hungarian air

And her arms, and her bosom, and the whole of her soul is bare, -

And the great black piano is clamouring as my mother's never
could clamour And my mother's tunes are devoured of this music's
ravaging glamour.

(2) Piano by D. H. Lawrence

Softly, in the dusk, a woman is singing to me;

Taking me back down the vista of years, till I see
A child sitting under the piano, in the boom of the tingling strings

And pressing the small, poised feet of a mother who smiles as she
sings.

In spite of myself, the insidious mastery of song

Betrays me back, till the heart of me weeps to belong
to the old Sunday evenings at home, with the winter outside
And hymns in the cosy parlour, the tinkling piano our guide.

So now it is vain for the singer to burst into clamour

With the great black piano appassionato.
The glamour Of childish days is upon me,
my manhood is cast
Down in the flood of remembrance, I weep like a child for the past.

Questions:

1. What is the question asking?
2. What words are used? Why?
3. What is the most important part of this prompt?

1979 Poems: "Spring And All" (William Carlos Williams) and
"For Jane Meyers" (Louise Gluck)

Prompt: Read the two poems carefully. Then write a well-organized
essay in which you show how the attitudes towards the coming of

spring implied in these two poems differ from each other. Support your statements with specific references to the texts.

Spring and All by William Carlos Williams

By the road to the contagious hospital under the surge of the blue

mottled clouds driven from the northeast—a cold wind.
Beyond, the waste of broad, muddy fields

brown with dried weeds, standing and fallen

patches of standing water the scattering of tall trees

All along the road the reddish purplish, forked,
upstanding, twiggy stuff of bushes and small trees

with dead, brown leaves under them leafless vines—

Lifeless in appearance, sluggish dazed spring
approaches—

They enter the new world naked, cold, uncertain of all

save that they enter. All about them the cold, familiar
wind—

Now the grass, tomorrow the stiff curl of
wildcarrot leaf

One by one the objects are defined—

It quickens: clarity, outline of leaf

But now the stark dignity of entrance—Still, the profound
change has come upon them: rooted they grip down and
begin to awaken

For Jane Meyers by Louise Gluck

Sap rises from the sodden ditch glues two green ears
to the dead birch twig. Perilous beauty— and already
Jane is digging out her colored tennis shoes,
one mauve, one yellow, like large crocuses.

And by the laundromat
the Bartletts In their tidy yard—
as though it were not - wearying, wearying
to hear in the bushes
the mild harping of the breeze,
the daffodils flocking and honking—
Look how the bluet* falls apart, mud pockets the seed.
Months, years, then the dull blade of the wind.
It is spring I We are going to die I
And now April raises up her plaque of flowers and the heart
expands to admit Its adversary.

*bluet: a wild flower with bluish blossoms

Questions:

1. What is the question asking?
2. What words are used? Why?
3. What is the most important part of this prompt?

1988 Poems: “Bright Star” (John Keats) and “Choose Something Like a Star” (Robert Frost)

Prompt: Read the following two poems very carefully, noting that the second includes an allusion to the first. Then write a well-organized essay in which you discuss their similarities and differences. In your essay, be sure to consider both theme and style.

Bright Star by John Keats

Bright star, would I were stedfast as thou art--

Not in lone splendour hung aloft the night

And watching, with eternal lids apart,

Like nature’s patient, sleepless Eremite,
The moving waters at their priestlike task

Of pure ablution round earth's human shores,

Or gazing on the new soft-fallen mask
Of snow upon the mountains and the moors--
No--yet still stedfast, still unchangeable,

Pillow'd upon my fair love's ripening breast,

To feel for ever its soft fall and swell,
Awake for ever in a sweet unrest,
Still, still to hear her tender-taken breath,

And so live ever--or else swoon to death.

Choose Something Like a Star by Robert Frost

O Star (the fairest one in sight),

We grant your loftiness the right

To some obscurity of cloud --
It will not do to say of night,
Since dark is what brings out your light.

Some mystery becomes the proud.

But to be wholly taciturn

In your reserve is not allowed.

Say something to us we can learn

By heart and when alone repeat.
Say something! And it says "I burn."
But say with what degree of heat.

Talk Fahrenheit, talk Centigrade.

Use language we can comprehend.

Tell us what elements you blend.

It gives us strangely little aid,

But does tell something in the end.

And steadfast as Keats' Eremite,
Not even stooping from its sphere,
It asks a little of us here.

	<p>It asks of us a certain height, So when at times the mob is swayed To carry praise or blame too far, We may choose something like a star</p> <p>To stay our minds on and be staid.</p> <p>Questions:</p> <ol style="list-style-type: none">1. What is the question asking?2. What words are used? Why?3. What is the most important part of this prompt?
Assessment(s)	1. Paired poetry analysis