



ELA Virtual Learning

AP Literature & Composition

April 16, 2020



AP Literature & Composition

Lesson: Wednesday, April 16, 2020

Objective/Learning Target:

Students will be able to develop commentary that establishes and explains relationships among textual evidence.



Success Starter: Figurative Language

Recall everything you can from this week's poetry lessons. Reflect on the various structures and styles you have studied. On a piece of paper (or typed in a Google Doc), write a reflective paragraph (4-5 complete sentences), tying it all together. What connections can you make between the poems? The poets themselves?



Poem: *A Bird, came down the Walk* by Emily Dickinson

Read this poem 2-3 times (read aloud, of course! At least one time).

Below your Success Starter writing, annotate the poem with questions, thoughts, and connections to other poems (or any pieces of literature, really). *Also, list any textual evidence from the Dickinson poem that shows universal truth...ordinary life events that point us to something more.*



Second Poem: Mindful by Mary Oliver

After finishing annotations for the first poem, read *Mindful* by Mary Oliver. As you read it, identify textual evidence that ties it to the shared theme of finding universal truth in the everyday activities of life.



Writing Practice: Developing a claim

For today's writing activities, we will use a simple strategy called SVC (Subject Verb Consequence) to identify potential claims in your thoughts and writings.

Example - My dog's panting showed me that she needed to cool down.

Subject: my dog's panting **Verb:** showed

Consequence: that she needed to cool down.

Writing Practice: Developing a claim

1. Look at your writings from today. Pick two sentences and break them down, using the **Subject Verb Consequence** strategy.
2. Next, pick a line or two from each poem and do the same. Don't worry about being wrong or making a mistake! Just challenge yourself to identify these things within the poetry.
3. After you find two examples to use SVC with, write a short paragraph (3-4 sentences) that shows how these poems share a theme, even though they are quite different in style and structure.



Student Self-Assessment

With everything you have written so far, write an analysis that ties both poems together. Identify textual evidence that shows the tied theme of finding universal truth. Use your evidence to create a defensible claim.

Student Self-Assessment - Written Example

In A Bird, came down on the Walk, Emily Dickinson uses the mundane and ordinary description of the bird to illustrate how daily life reveals profound wisdom that otherwise goes unnoticed.

SVC breakdown -

Subject

verb

consequence



Additional Resources

[The Poetry of Emily Dickinson](#)

[How Emily Dickinson Writes a Poem](#)