



ELA Virtual Learning

AP Literature & Composition

April 24, 2020



AP Literature & Composition

Lesson: Wednesday, April 24, 2020

Objective/Learning Target:

Students will be able to analyze how a character's own choices, actions, and speech reveal their complexities; explain the function of the character's complexities.

Success Starter: Dynamic characters in a longer work

Warm-up writing activity (write on your own sheet of paper)
Make a small list of characters you have read from the novels and plays in AP Lit & Comp this year. [Here is a reference list of works to give you ideas/help you recall what you have read this year.](#)

Next, write a short explanation for each character, explaining how they changed throughout the course of the story. What caused these changes? What major changes were made within the characters by the end?

Success Starter: Dynamic characters in a longer work

Next, choose one of these short TED Ed videos to watch. On the same sheet of paper, choose one of the videos and write about the analysis of the main character from that work.

[Hamlet](#)

[Lord of the Flies](#)

[Frankenstein](#)

[Macbeth](#)

You can base your written answer on one of these works that you have read before, or base it entirely around the video, your choice!

*if you enjoy these, just search YouTube for *TED Ed why you should read*



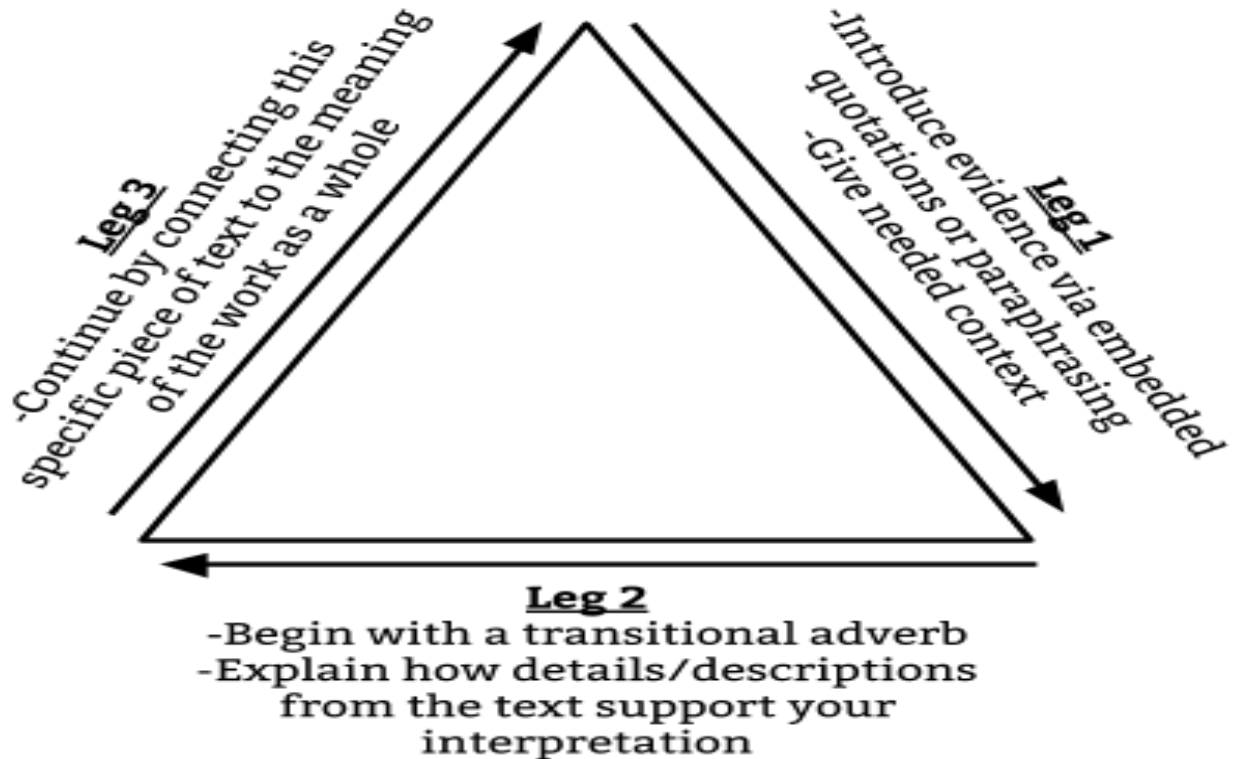
Timed Writing Response - Preparation

The rest of this lesson will be practice work before completing a timed writing, based around a prompt.

For the next two prompts, use them to build and strengthen your analysis of the changes your character goes through over the course of the story.

This Triangle Model is from previous lessons. Use it to create and build your claim that supports the changes your chosen character goes through (either from your Success Starter or from the TED Ed video).

Here is a visual of the Literary Triangle. Work on your claim, going in order (don't move on to Leg 2, Leg 3, back to Leg 1, etc.) until you have completed each step.



Next, review this SVC exercise to strengthen your claim/thesis statement as you prepare for the timed writing at the end of this lesson. *This slide is from last week's poetry lesson:* *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
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Practice Timed Writing - Prose, Question #3

You will need

- two pieces of paper
- writing utensil
- 40 minutes of uninterrupted writing time (do the best you can with this! We totally understand if this is not realistic during this time.) *Time yourself; start the timer after reading and annotating the prompt.*



Practice Timed Writing -Question #3

The prompt is in [this Google Doc](#)

Checklist from the prompt

In your response you should do the following:

- Respond to the prompt with a thesis that presents an interpretation and may establish a line of reasoning.
- Select and use evidence to develop and support your line of reasoning.
- Explain the relationship between the evidence and your thesis.
- Use appropriate grammar and punctuation in communicating your argument.



Additional Resources

[AP Literature instructional video](#) - longer work of fiction - character complexity