

Week 1 Overview: 8/12- 8/16

- Your tasks have little checkable circles instead of bullet points so you can check them off when you have them completed.
- Be sure to read the directions in their entirety so you don't miss any steps or tasks. 😊
- The expectation is that you work on these in order and that they are completed by the end of the week. The bell ringer should be daily and should only last about 7 minutes each day.

Your tasks for the week:

- **Bell Ringer: Purpose Word Sorting**
 - Each day you are given a task and the expectation is that you spend the first 5-7 minutes each day working on the daily task!
 - The expectation is that you complete each task at the beginning of the period
 - You need your purpose word sheet found here _____.
 - You are going to be asked questions regarding this very important handout! 😊
- **Activity 1: Video Introduction and Tour of Workbook**
 - You will watch a video made by me walking you through this book and the course expectations.
 - You will be asked a series of questions about the video tour.
-
- **Activity 2: Text Message Analysis and FSL and Purpose Word Introduction**
 - You will be asked to analyze a text message.
 - After your first analysis, you will watch a video made by me and annotate your paper as I do in the video.
 - After the video, you will rewrite your analysis using form, structure, and language.
- **Activity 3: Quarter 1 Project Introduction**
 - As you watch, you will be asked to take notes! 😊
 - On top of this packet, you have a project. Ta-Da! Welcome to AICE Lit, friends!

Don't forget, if you struggle with any of the skills, you have help options:

1. Watch some of the videos on reference handout _____
2. Ask your peers (especially those who took AICE Lit previous years)
3. Attend the NHS tutoring (most of these kids have taken AICE Lit)
4. Try your best 😊

Hear the week explained by me:

<https://tinyurl.com/aicelitweek1>



Weekly Bell Ringer

Directions: You need your purpose words (found in your reference material on page _____) for this week's bell ringer! Each day, you will be asked a question about the purpose words. We are starting this on Tuesday (8/13) because Mrs. Garcia might have plans for you the first day of school! 😊 Be nice to Mrs. Garcia...she is my sister! <3 Make sure everything you do is in PEN! I will not allow pencil in this course.

Tuesday: Looking at your purpose word sheet, choose **4** of the most impressive purpose words on the sheet. Write them, and then explain what makes them impressive. You could discuss the type of the analysis they would lead to. 😊

- 1.
- 2.
- 3.
- 4.

Wednesday: What does Disney mean by this? What is he wanting people to understand?



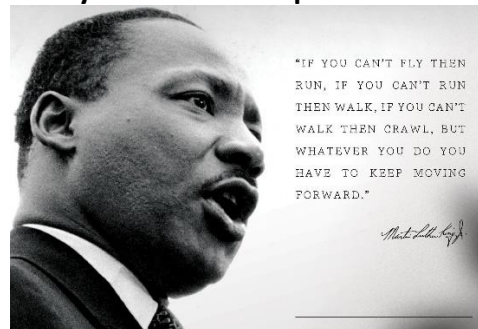
Use 2 purpose to explain what his purpose is.

Thursday: Consider the quote:



What is Miley's purpose here? Use 2 purpose words.

Friday: Consider the quote:



What's his purpose? Use 2 purpose words.

Week 1: 8/12-8/16

Activity 1

Introduction Video Directions: Watch the following video in its entirety: <https://tinyurl.com/mhp26zjt>

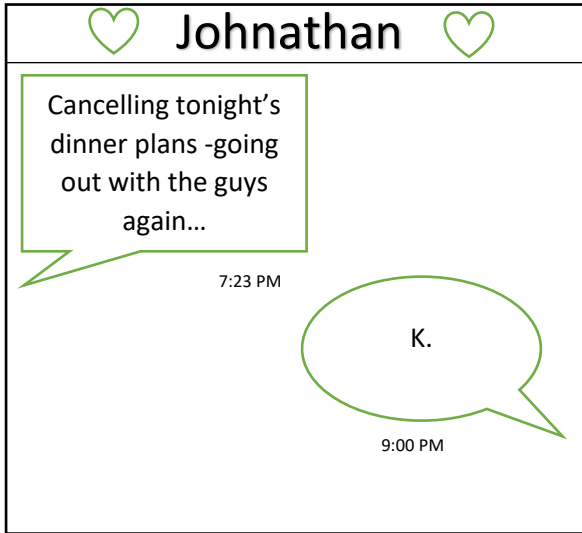
After completing the video (or during it- I suppose), answer the following questions!



<p>1. Which reference video do you think you will find the most helpful? Explain.</p>	<p>2. Which reference sheet looks the most helpful? Explain.</p>	<p>3. Look at reference sheet R1. This is Form, Structure, and Language. List 3 skills that you think will be easy to master and 3 skills you think will be hard. Explain.</p>
<p>4. What is something you learn about my teaching style through the video? Explain. And be nice. <3</p>	<p>5. What is the 3rd page I directed you to in the video? Review that page and reflect on the contents.</p>	<p>6. Read through the artifacts for your Quarter 1 project (link found on calendar). Which one sounds like the best one to complete? Explain.</p>
<p>7. Preview the weekly Overviews. Which week seems like it would be the hardest? Explain. Which week seems like the easiest? Explain. Don't just discuss workload, look at skills.</p>	<p>8. What was the very last thing I said in my video? Reflect on that.</p>	<p>9. What is one thing that makes you nervous about this packet? What is one thing you are confident in?</p>
<p>10. What are 3 expectations I have?</p>		

Activity 2

Part 1 Directions: Analyze the following text message. Feel free to use purpose words.. but you do not have to. I want you to write as much as you can. Consider what you see, the content, the interaction, etc. Do not work ahead. Do this BEFORE watching the video! 😊



Analyze the interaction in the space provided. Write your responses using complete thoughts.

Part 2 Directions: Watch the following video if me explaining how to apply form, structure, and language to this text message. You will be annotating WITH me. You need 3 colors. 1 for form, 1 for structure, and 1 for language. Make sure you are using pen. I will not accept work done in pencil from this activity onward.

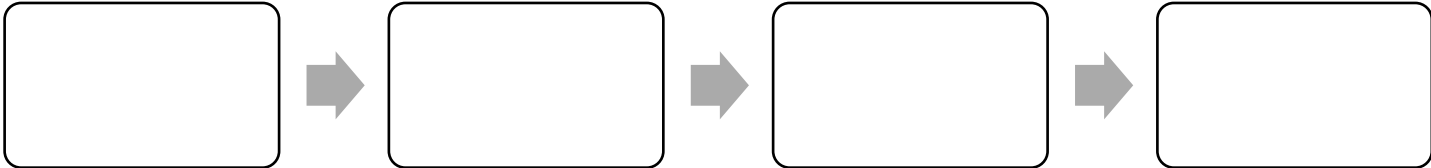


Video: <https://tinyurl.com/y9frvs47>

(if the district blocked it you may need your phone)

Part 3 Directions: The rewrite! ☺ Using what you learned about applying FSL, rewrite your analysis. Don't worry about organizing an essay...not yet anyways...the only rules I have are as follows: Use the ENTIRE space provided and use 12 purpose words. Highlight the purpose words!

Part 4 Directions: Reflection. List 3 things you learned from this text message activity.



Week 1: 8/12-8/16

Activity 3

Directions: Review your Quarter 1 Project using this link: tinyurl.com/aicelitQ1project . You can also find the link and QR code on your monthly calendar located in the beginning of this packet.

Once you open the slides, you will see another link with a video of me introducing this project on slide 2. You need to watch the video and take notes.

You need to take 9 notes. Your notes can consist of expectations for the project, content for the project, ideas you might have, information I deliver, etc. Put each note in 1 box.

Week 2 Overview: 8/19- 8/23

- Your tasks have little checkable circles instead of bullet points so you can check them off when you have them completed.
- Be sure to read the directions in their entirety so you don't miss any steps or tasks. 😊
- The expectation is that you work on these in order and that they are completed by the end of the week. The bell ringer should be daily and should only last about 7 minutes each day.

Your tasks for the week:

- **Bell Ringer: Archetype Scavenger Hunt/Activity**
 - Each day you are given a task
 - The expectation is that you complete each task at the beginning of the period
 - You need your archetypes found here _____.
 - You are going to be asked questions regarding this very important handout! 😊
- **Activity 1: Archetype Spotting and Analyzing Practice**
 - You will watch Season 1, Episode 1 of Elena of Avalor to practice finding and analyzing archetypes
 - You will notice more than 30 archetypes (some used multiple times)
 - You will narrow down your 30 to practice with analysis! 😊
- **Activity 2: Archetype "Get to Know You" Activity**
 - You will use archetypes and color symbolism (found on page _____) to represent who are!

Don't forget, if you struggle with any of the skills, you have help options:

5. Watch some of the videos on reference handout _____
6. Ask your peers (especially those who took AICE Lit previous years)
7. Attend the NHS tutoring (most of these kids have taken AICE Lit)
8. Try your best 😊

Hear the week explained from me:

<https://tinyurl.com/aicelitweek2>



Note: The expectation is that you complete these tasks by the end of the week. Failure to meet the expectations could result in your removal from the course.

Weekly Bell Ringer

Directions: Follow the tasks detailed for each day. Be sure you are working on these DAILY. You need your archetype sheet found on page _____.

<p>Monday: Situation Archetypes: Look through the situation archetypes. Choose 2 and apply them to a movie you have watched or a book you have read. Be thorough. Each connection should be 30 words or more.</p> <p>My example: Unhealable wound- Batman and Spiderman. Batman and Spiderman- Batman’s parents and Spiderman’s uncle were murdered (when both main characters were kids) and they never overcame the grief and anger this caused them so they turned to vigilante justice to right the wrongs in the world and try to use revenge to heal this unhealable wound. (50 words)</p>	<p>1.</p> <p>2.</p>
<p>Tuesday: Symbolic Archetypes 1-11</p> <p>1. Choose 1 archetype (1-6) to apply to a movie or novel. Same rules as Monday.</p> <p>2. Choose 1 color from number 7 to apply to a movie or novel. Same rules as Monday.</p> <p>3. Choose 1 from either 8 numbers or 9 shapes to apply to a movie or novel. Same rules as Monday</p> <p>4. Choose 1 from 10 Nature to apply to a movie or novel. Same rules as Monday.</p> <p>5. Choose 1 object from 11 to apply to a movie or novel. Same rules as Monday.</p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>
<p>Wednesday: Character Archetypes: Look through the character archetypes. Choose 1 and apply it to a movie you have watched or a book you have read. Be thorough. Your connection should be 30 words or more.</p>	
<p>Thursday: Character Archetypes: Look through the character archetypes. Choose another one and apply it to a movie you have watched or a book you have read. Be thorough. Your connection should be 30 words or more.</p>	
<p>Friday: Recognizing Patterns (last page of the handout): Look through the common patterns according to How to Read Literature Like a Professor. Choose 2 and apply them to a movie you have watched or a book you have read. Be thorough. Each connection should be 30 words or more.</p>	<p>1.</p> <p>2.</p>

Week 2: 8/19-8/23

Activity 1

Directions: Part 1 Use the sections to take notes on Season 1, Episode 1 of Elena of Avalor.

Section 1= Situation Archetypes 1-5

Section 2= Situation Archetypes 6-13

Section 3= Symbolic Archetypes 1-6

Section 4= Symbolic Archetypes 7-9

Section 5= Symbolic Archetypes 10 and 11

Section 6= Character Archetypes

Section 7=Recognizing Patterns

Elena of Avalor: Season 1, Episode 1



<https://tinyurl.com/2s3eub4t>

If the link doesn't work, just YouTube it.

What to write:

Do not just write down the archetype name- you actually need to turn it into a note. See my samples from the very opening of the cartoon. I'm literally just doing this scene, paused.



1

2

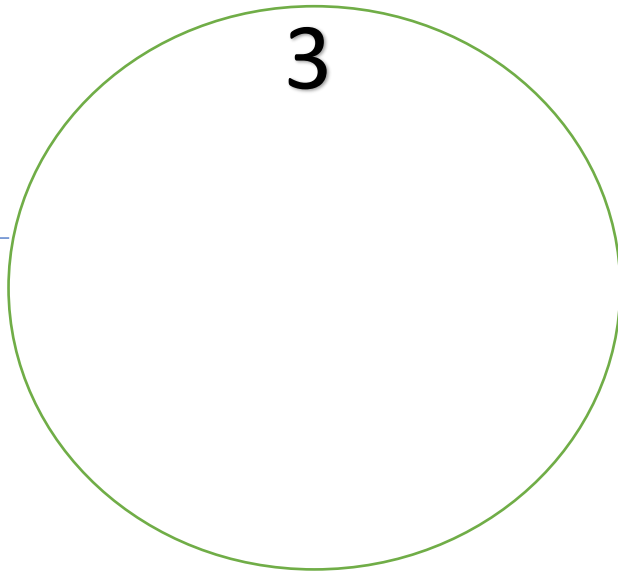
3

4

5

6

7



Week 2: 8/19-8/23

Activity 1

Directions: Part 2: Choose 1 archetype from each of the 7 sections from your notes. Elaborate on the significance of that archetype. Be sure to tie it into author's purpose and theme. You should use 3 or more purpose words in each response! Use my sample as guidance!

Section	Archetype	Analysis- be sure to highlight your purpose words! 😊
Sample		
1		
2		
3		
4		
5		
6		
7		

Activity 2

Activity: Practice with symbolism and archetypes and purpose words!

Part 1: The 2 boxes below are artistic representations of people. 1 is Sponge Bob and the other is me. They do have color....just not on this paper.... So you will just have to trust me when I write about color symbolism. Your first task is to go through the writing and highlight all the purpose words. Be sure to read because you will be doing something similar but about you! 😊



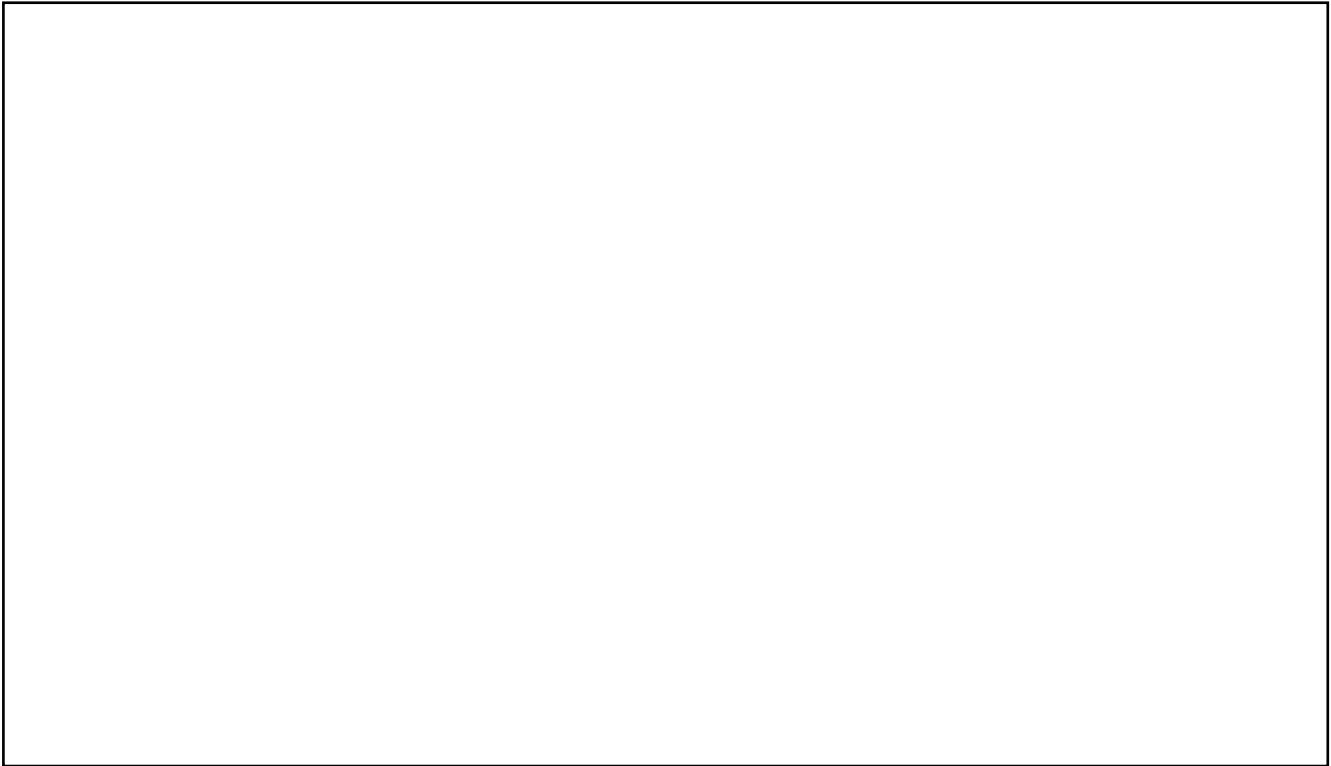
The thought bubble represents the bountiful joy that runs through his mind. It is outlined in red to demonstrate the passion behind seeking joy in life. The rainbow symbolizes the all-encompassing optimism he has even when faced with challenging times because he knows there is hope in sight. It is at the top of the box to indicate this mentality is the leading force in his actions. However, the downward stairs highlight how his childish demeanor will always hold him back from people taking him seriously and advancing into more serious roles in his life. It is placed on the left of the box because left is typically associated with wrongness and this reinforces the idea that he shouldn't be criticized for his childlike innocence. The chains further illustrate how trapped he is in this childish mindset but they barely touch the other aspects of his life which indicates he does not acknowledge this as a barrier.



- The stack of books not only **represent** my love of reading but my passion for learning. The different colors of the books **symbolize** the variety of knowledge available to us that shouldn't be wasted. The globe **illustrates** my love for the world and my appreciation of the level of access we have to discover it. It also **reinforces** my love of learning about different people and different cultures. The clashing arrows **showcase** my love for debate and discussions. The arrows are hidden due to their colors. This **confirms** my distaste for debating politics. Similarly, the checkerboard **highlights** my passion for teaching. The color saturation **links** my students and the level of fulfillment they offer me. The white, or negative space, **reflects** the holes in the passion due to the politics behind teaching. The yellow background **reveals** my overall goal for enlightenment within my classroom.

Activity: Practice with symbolism and purpose words!

Part 2: Use the box below to symbolically represent who you are. These should be intangible, unseen traits. No words. Just images and color! Explain your use of symbols! You need to use your archetype handout. You must incorporate **4** of the symbolic archetypes (numbers 1-11). You must use the entire space. Color is important too. Make it match the samples but with archetypes! 😊



Use this space with the lines to write about your symbolism. Be sure to highlight your purpose words. You must use at least 14 purpose words... which means your symbolic image must be thorough and deep. 😊

A large rectangular box containing 14 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box, providing a structured area for the student to describe their symbolic drawing.

Week 3 Overview: 8/26- 8/30

- Your tasks have little checkable circles instead of bullet points so you can check them off when you have them completed.
- Be sure to read the directions in their entirety so you don't miss any steps or tasks. 😊
- The expectation is that you work on these in order and that they are completed by the end of the week. The bell ringer should be daily and should only last about 7 minutes each day.

Your tasks for the week:

- **Bell Ringer: Form, Structure, and Language Scavenger Hunt**
 - Each day you are given a task
 - The expectation is that you complete each task at the beginning of the period
 - You need your reference material from the front of the book. The FSL information is reference page _____.
- **Activity 1: Read, color-code, and analyze "The Road Not Taken"**
 - You will be given a poem by Robert Frost
 - Your first task is to read the poem
 - Your second task is to color-code what COULD be annotated for form, structure, and language. Use reference sheet: _____ to help you.
 - Your third task is to answer questions from the form, structure, and language handout. I chose my favorites that I think apply the best to the poem. Do your best. 😊
- **Activity 2: Read/Watch, take notes on, and analyze the children's book *Swashby and the Sea***
 - You will be given a children's book to watch
 - Your first task is to read/watch the book using the link
 - Your second task is to take notes on what COULD be annotated for form, structure, and language. Use reference sheet: _____ to help you.
 - Your third task is to answer questions from the form, structure, and language handout. I chose my favorites that I think apply the best to the story Do your best. 😊

Don't forget, if you struggle with any of the skills, you have help options:

9. Watch some of the videos on reference handout _____
10. Ask your peers (especially those who took AICE Lit previous years)
11. Attend the NHS tutoring (most of these kids have taken AICE Lit)
12. Try your best 😊

Hear the week explained from me:

<https://tinyurl.com/aicelitweek3>



Note: The expectation is that you complete these tasks by the end of the week. Failure to meet the expectations could result in your removal from the course.

Weekly Bell Ringer

Directions: You will need your FSL reference handout _____. For each day, answer the following questions thoroughly!

<p>Monday: 8/19 Form: Point of View</p> <ol style="list-style-type: none"> Look at the guiding questions under “1st person”. Which question do you think would lead to the most profound analysis? Explain why using “because”, “but”, and “so” in your response. You can use those in any order. Circle them. Do number 1 again but for 2nd person. Same rules apply. Do number 1 again but for 3rd person. Same rules apply. Which sample (1st, 2nd, or 3rd) is the most well done? Explain in 20 words or more. 	<p>Tuesday: 8/20 Form: Genre and Text</p> <ol style="list-style-type: none"> Look at the guiding questions under “Identify the Type of Text (1)”. Which question do you think would lead to the most profound analysis? Explain why using “because”, “but”, and “so” in your response. You can use those in any order. Circle them. Do number 1 again but for “Explore Genre and Subgenre (2)”. Same rules apply. Do number 1 again but for “Analyze Genre Conventions (3)”. Same rules apply. Which sample (1, 2, or 3) is the most well done? Explain in 20 words or more. 	<p>Wednesday: 8/21 Form: Perspective</p> <ol style="list-style-type: none"> Look at the guiding questions under “Character Perspective” Which question do you think would lead to the most profound analysis? Explain why using “because”, “but”, and “so” in your response. You can use those in any order. Circle them. Do number 1 again but for “Authorial Perspective”. Same rules apply. Do number 1 again but for “Cultural Perspective”. Same rules apply. Which sample (1, 2, or 3) is the most well done? Explain in 20 words or more.
<p>Answers:</p> <ol style="list-style-type: none"> 	<p>Answers:</p> <ol style="list-style-type: none"> 	<p>Answers:</p> <ol style="list-style-type: none">
<p>Thursday: 8/22 Structure</p> <p>1.Consider the opening 2 stanzas to “Let it Go”. Choose 3/5 elements on the Structure handout to apply to the stanza. Once you choose your 3, choose 1 of the Guiding Questions. For example, Rhyme Scheme: Question 2. Each analysis should include 2 purpose words (6 total). Circle them.</p> <p style="text-align: center;">The snow glows white on the mountain tonight. Not a footprint to be seen. A kingdom of isolation. And it looks like I'm the queen.</p> <p style="text-align: center;">The wind is howling like this swirling storm inside- Couldn't keep it in, heaven knows I tried. Don't let them in, don't let them see. Be the good girl you always have to be! Conceal, don't feel, don't let them know- Well, now they know!</p>		<p>Friday: 8/23 Language</p> <p>1.Using the same opening stanzas from “Let it Go”, and following the same rules. Apply language to the song. You need to apply all 3 ideas from the Language section.</p>
<p>Answers: Remember, choose 3/5 structure elements listed on your handout.</p> <ol style="list-style-type: none"> 		<p>Answers:</p> <ol style="list-style-type: none"> Literary Devices: Figurative Language: Diction and Connotation:

Activity 1

Directions: You will need your FSL reference handout _____. You are going to practice applying the questions within form, structure, and language to several different texts. You will be asked to color-code form, structure, and language too so you will need either 3 different colored pens or highlighters.

Step 1: Read the following poem.

Step 2: Highlight what you could annotate for form in 1 color, structure in another color, and language in a 3rd color. I did 1 sample for each with a brief explanation. Find 2 additional form, 4 structure, and 5 language. My samples do not count towards this! Find other things! 😊

Step 3: Use the text and your highlights to answer the questions.

“The Road Not Taken” is a poem about choices in life. It has a lot of symbols and hidden meaning. For example: “yellow wood” could equal fall. Fall is associated with something coming to a close, something ending, transition to winter (darkness and death), etc. Summer is associated with life and vitality...so keep that in mind. 1

The Road Not Taken

Launch Audio in a New Window

BY ROBERT FROST

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

Questions for “The Road Not Taken”

Form: Genre- remember, this is a poem is a narrative poem. Meaning, it is going to follow certain characteristics for that genre. Use those characteristics to help you answer the questions.

5 key characteristics of narrative poetry	Questions for you to answer	Your answers
<p>1. Narrative Structure: Narrative poetry typically follows a story arc, with a clear beginning, middle, and end. For instance, in Samuel Taylor Coleridge's "The Rime of the Ancient Mariner," the poem tells the tale of a mariner's harrowing journey at sea, complete with a distinct narrative structure.</p> <p>2. Use of Imagery: Narrative poems often employ vivid imagery to evoke sensory experiences and emotions. In Edgar Allan Poe's "The Raven," the imagery of the raven itself, along with the dark and dreary setting, creates a haunting atmosphere that adds depth to the narrative.</p> <p>3. Character Development: While not as extensive as in a novel, narrative poetry can still reveal insights into characters' personalities or emotions. In Alfred, Lord Tennyson's "The Lady of Shalott," the gradual transformation of the Lady from a passive observer to an active participant reflects her internal journey and growth.</p> <p>4. Themes and Morals: Narrative poetry frequently explores universal themes and moral lessons. In Homer's "The Odyssey," the epic poem delves into themes of heroism, loyalty, and the consequences of one's actions, offering valuable insights into human nature and the complexities of life.</p> <p>5. Rhythmic and Rhyming Patterns: Many narrative poems feature rhythmic and rhyming patterns that enhance the musicality and flow of the verses. In Geoffrey Chaucer's "The Canterbury Tales," the use of iambic pentameter and various rhyme schemes contribute to the poem's lively and engaging rhythm, captivating the reader's attention throughout the narrative journey.</p>	<p>How do the author's stylistic choices and narrative techniques contribute to the genre's effectiveness as a vehicle for exploring complex ideas and issues?</p>	
	<p>How does the author's use of genre conventions contribute to the effectiveness of the storytelling and reader engagement?</p>	
	<p>What thematic elements are commonly associated with this genre, and how are they manifested in the text?</p>	
	<p>Use your theme handout 😊</p>	

Form: Point of View

Questions to Answer	Your Answers
How does the narrator's direct involvement in the story affect the reader's understanding?	
What biases or limitations might be present due to the narrator's personal perspective?	
How does the use of first-person narration contribute to character development and reader empathy?	

Form: Perspective

Questions to Answer	Your Answers
What insights does the character's or speaker's viewpoint offer into the story's themes and conflicts?	
What techniques does the author use to persuade or challenge the reader's beliefs and values?	
How does the cultural perspective depicted in the text shape the characters' identities and interactions?	

Structure

Questions to Answer	Your Answers
<p>Plot: How does the resolution of the plot provide closure and thematic resonance for the reader?</p>	
<p>Setting: How does the author use descriptive language and sensory details to bring the setting to life for the reader?</p>	
<p>Rhyme Scheme: How does the poet's manipulation of rhyme scheme contribute to the overall meaning and interpretation of the poem?</p> <p><small>Note: this one is tricky. Rhyme scheme is intentional. Think of which words pair up, why they pair up, what rhythm it creates and why. Are there rhyming couplets? Which we normally associate with closure? 😊</small></p>	
<p>Punctuation: How does punctuation contribute to the overall tone, mood, and narrative voice of the work?</p>	
<p>Syntax: Which is sentence structure and formation. What effects are achieved through variations in sentence structure, such as sentence length, punctuation, and repetition?</p>	

Language

Questions to Answer	Your Answers
<p>Literary Devices: remember- these are different than figurative language</p> <p>How does the author's skillful incorporation of literary devices contribute to the reader's interpretation and engagement with the text?</p>	
<p>Figurative Language: How does figurative language contribute to the development of themes and characterization within the narrative?</p>	
<p>Diction and Connotation: What connotations or hidden meanings are embedded within the text's language, and how do they contribute to the overall tone and mood?</p>	

Week 3: 8/26-8/30

Activity 2

Directions: You will need your FSL reference handout _____. You are going to practice applying the questions within form, structure, and language to several different texts. You won't be asked to color-code this one, for obvious reasons. Instead, you need to take notes on what you COULD annotate for form, structure, and language.

Step 1: Read/watch the following children's book.

Step 2: Highlight what you could annotate for form in 1 color, structure in another color, and language in a 3rd color.
Find 2 form, 4 structure, and 5 language.

Step 3: Use the text and your highlights to answer the questions.

Children's book to watch: <https://tinyurl.com/swashbyandthesea> If the link doesn't work, just find *Swashby and the Sea* on YouTube or Google.

Notes to take:

Form	Structure	Language

Questions for *Swashby and the Sea*

Form: Genre- remember, this is a poem is a narrative poem. Meaning, it is going to follow certain characteristics for that genre. Use those characteristics to help you answer the questions.

5 key characteristics of children's books	Questions for you to answer	Your answers
<p>1. Engaging Illustrations: Children's books often feature colorful and engaging illustrations that complement the text, helping to tell the story and capture young readers' imaginations. For example, in Eric Carle's books like "The Very Hungry Caterpillar," the vibrant artwork enhances the storytelling experience and adds visual appeal.</p> <p>2. Simple Language and Clear Storytelling: Children's books typically use simple language and straightforward storytelling techniques to cater to young readers' comprehension levels. Books like Dr. Seuss's "Green Eggs and Ham" use rhymes and repetition to make the story easy to follow and enjoyable for children.</p> <p>3. Themes of Friendship and Growth: Many children's books explore themes of friendship, kindness, and personal growth, imparting valuable lessons in an accessible way. In books like "Charlotte's Web" by E.B. White, the friendship between Wilbur the pig and Charlotte the spider teaches children about empathy, loyalty, and the circle of life.</p> <p>4. Humor and Playfulness: Children's books often incorporate humor and playful elements to entertain young readers and keep them engaged. For instance, in books like "Diary of a Wimpy Kid" by Jeff Kinney, the humorous illustrations and relatable anecdotes provide laughter and enjoyment for children while also addressing everyday challenges they may face.</p> <p>5. Interactive Features: Some children's books include interactive features like lift-the-flap pages, textured elements, or sound buttons, encouraging hands-on exploration and engagement. Examples include interactive board books like "Where's Spot?" by Eric Hill, which invites children to participate in the search for the missing puppy through interactive flaps.</p>	What characteristics distinguish the text as belonging to a specific genre or literary form?	
	How does the author's use of genre conventions contribute to the effectiveness of the storytelling and reader engagement?	
	How does the text subvert or reinvent traditional genre conventions to convey its thematic concerns and social commentary?	

Form: Point of View

Questions to Answer	Your Answers
How does the use of third-person narration affect the reader's perception of the characters and events?	
What advantages does third-person omniscient narration offer in terms of storytelling and character development?	
How does the narrator's perspective influence the reader's understanding of the story's themes and conflicts?	

Form: Perspective

Questions to Answer	Your Answers
How does the author use the character's perspective to evoke empathy or challenge the reader's assumptions?	
What themes or messages does the authorial perspective convey to the reader?	
What conflicts arise from clashes between different cultural perspectives within the story?	

Structure

Questions to Answer	Your Answers
Plot: How does the resolution of the plot provide closure and thematic resonance for the reader?	
Setting: How does the setting contribute to the mood, tone, and atmosphere of the narrative?	
Punctuation: What stylistic effects are achieved through the manipulation of punctuation marks, such as dashes, ellipses, or parentheses? Provide an example for this one. There is a lot of punctuation to choose from.	
Syntax: How does the author's use of syntax shape the narrative voice and perspective?	

Language

Questions to Answer	Your Answers
Literary Devices: How do literary devices enhance the text's imagery, symbolism, and thematic depth?	
Figurative Language: How does figurative language enhance the reader's understanding and emotional response to the text?	
Diction and Connotation: How does the author's choice of words reflect the characters' personalities, emotions, and social status?	

Week 4 Overview: 9/2-9/6

No School on Monday the 2nd though

Your tasks have little checkable circles instead of bullet points so you can check them off when you have them completed.

Be sure to read the directions in their entirety so you don't miss any steps or tasks. 😊

The expectation is that you work on these in order and that they are completed by the end of the week. The bell ringer should be daily and should only last about 7 minutes each day.

Your tasks for the week:

- **Bell Ringer: Theme Bell ringer**
 - Each day you will be given a thematic statement. The statement formula is on your theme handout which is _____. Your task is to apply the thematic statement to anything literary (movies, songs, poems, books, etc.).
 - You will need to include "because", "but", and "so" in your explanation and these can be done in any order! 😊
- **Activity 1: Theme Practice with Your Favorite Songs**
 - You need to practice developing thematic ideas into workable themes
 - You need your theme handout _____
 - Your task is to pull from your favorite songs. You will identify the song, theme, quotes, and then craft your thematic statement. There are samples on this assignment AND on your theme sheet! 😊
- **Activity 2: Theme Practice with Short Films!**
 - You need to practice developing thematic ideas into workable themes
 - You need your theme handout _____
 - Your task is to find 3 themes for each video. You will identify the theme, quotes, and then craft your thematic statement. There are samples on this assignment AND on your theme sheet! 😊
 - Theme is woven into everything we annotate and write...so this is important! A

Don't forget, if you struggle with any of the skills, you have help options:

1. Watch some of the videos on reference handout _____
2. Ask your peers (especially those who took AICE Lit previous years)
3. Attend the NHS tutoring (most of these kids have taken AICE Lit)
4. Try your best 😊

Hear the week explained by me:

<https://tinyurl.com/aicelitweek4>



Week 4: 9/2-9/6

Bell Ringer

Directions: You will be given a daily task. Each day as a thematic statement. Decide which novel, song, poem, movie, comic book, etc. the thematic statement could apply to and explain. Your explanation must include “because”, “but”, and “so”.

Remember, you are applying these thematic statements to something! Do not just relate it to your life. That’s not what we’re doing here. 😊

<p>Tuesday 9/3: <i>Isolation can be a destructive force even though it may be someone’s choice to remain isolated.</i></p> <p>What could it apply to: Why:</p>	<p>Wednesday 9/4: <i>Friendship may not always come easy but it is worth the effort in the long run.</i></p> <p>What could it apply to: Why:</p>
<p>Thursday 9/5: <i>War can be dangerous and terrifying even though it may be necessary.</i></p> <p>What could it apply to: Why:</p>	<p>Friday 9/6: <i>Love can come so easily to people but can also be lost just as quickly.</i></p> <p>What could it apply to: Why:</p>

Week 4: 9/2-9/6

Activity 1

Goal: Practice with theme!

Task: Practice applying theme to some of your favorite songs!

Step 1: Choose 5 of your favorite songs! List the title, list 1 thematic idea from reference page _____, find 3 pieces of evidence to defend that theme and explain using purpose words (found in reference material), and then practice writing thematic statements! 😊 Use my sample as guidance! Be sure to explain your evidence.

Song Title:	Thematic Idea from Handout:	Evidence and Explanations:	Thematic Statement
My Sample: "Reflection" from Mulan	Identity	<ol style="list-style-type: none"><li data-bbox="537 516 1154 653">1. <u>"Who is that girl I see?"</u> This rhetorical question goes unanswered throughout the song because it reveals she genuinely doesn't know who she is.<li data-bbox="537 659 1154 764">2. This is further emphasized with another rhetorical question: <u>"When will my reflection show who I am inside?"</u>.<li data-bbox="537 770 1154 869">3. <u>Mirrors</u> typically symbolizes self- reflection and Mulan has a moment where she doesn't recognize herself metaphorically.	A lack of identity can lead to one's downfall, even if they might recognize the fact that they don't know who they are meant to be.
		<ol style="list-style-type: none"><li data-bbox="537 911 561 942">1.<li data-bbox="537 1089 561 1121">2.<li data-bbox="537 1268 561 1299">3.	
		<ol style="list-style-type: none"><li data-bbox="537 1482 561 1514">1.<li data-bbox="537 1661 561 1692">2.<li data-bbox="537 1839 561 1871">3.	

		<ol style="list-style-type: none">1.2.3.	
		<ol style="list-style-type: none">1.2.3.	
		<ol style="list-style-type: none">1.2.3.	

Week 4: 9/2-9/6

Activity 2

Goal: Practice with theme!

Task: Practice applying theme to short films!

Step 1: Many texts, films, and poems have multiple themes developed throughout. Choose 3 themes present in each film using reference sheet _____. Then, find 2 pieces of evidence to defend that theme and explain using purpose words (found in reference material), and then practice writing thematic statements! For your evidence, list if it's form, structure, or language 😊 Use activity 1 as guidance! Be sure to explain your evidence like the sample in Activity 1.

Video 1: Bluey "Magic" <https://tinyurl.com/ycy57wkw>

Thematic Idea	Evidence	Thematic statement
	1. 2.	
	1. 2.	
	1. 2.	

For video 1, which theme is the primary theme and which ones are secondary/ support themes? Meaning, which theme is developed BECAUSE of the other two themes? _____

Video 2: Short Film: "Pip" <https://tinyurl.com/26jdrdb4>

Thematic Idea	Evidence	Thematic statement
	3. 4.	
	3. 4.	
	3. 4.	

For video 2, which theme is the primary theme and which ones are secondary/ support themes? Meaning, which theme is developed BECAUSE of the other two themes? _____

Week 5 Overview: 9/9-9/13

Your tasks have little checkable circles instead of bullet points so you can check them off when you have them completed.

Be sure to read the directions in their entirety so you don't miss any steps or tasks. 😊

The expectation is that you work on these in order and that they are completed by the end of the week. The bell ringer should be daily and should only last about 7 minutes each day.

Your tasks for the week:

- **Bell Ringer: Form (perspective) practice**
 - Each day you will annotate the same text.
 - You need a different color for each day. These can be pens or highlighters.
 - Each day you will annotate with a new perspective!
 - You do not need to worry about purpose words for the bell ringer but you can use them if they help you.

- **Activity 1: Form Notes from Previous AICE Literature Students!**
 - You will choose 3 videos from the following location: _____
 - You will focus on the form portion of the video
 - You will be asked to answer questions about the 3 videos you selected
 - PS: these AICE Lit kids made these videos just for you knowing I would be missing the first several weeks of school....so be nice.... <3

- **Activity 2: "Marigolds" Short Story Form Practice**
 - You will need to read (there are audio versions on YouTube) Marigolds and annotate for Form.
 - You WILL be practicing with purpose words!
 - You WILL be connecting your annotations to author's techniques (how)
 - You WILL be connecting your annotations to theme and author's purpose (why)

Don't forget, if you struggle with any of the skills, you have help options:

5. Watch some of the videos on reference handout _____
6. Ask your peers (especially those who took AICE Lit previous years)
7. Attend the NHS tutoring (most of these kids have taken AICE Lit)
8. Try your best 😊

Hear the week explained by me:

<https://tinyurl.com/aicelitweek5>



Week 5: 9/9-9/13

Bell Ringer

Directions: You will use the same text for your entire bell ringer. Each day, you will annotate the text applying a different perspective (lens) to the text. Watching the video on the Week 5 overview will be helpful if you are confused by what I mean by that. You need 4 annotations for each day. So, 20 annotations total. 😊 I will give an example for Friday- this doesn't count towards your 4 though.

The House

Two boys, Ryan and Daniel, had decided to skip school for the day. They were going to head to the mall but Ryan said “No, let’s go to my house”. My parents both work and there won’t be anybody home until six o’clock. As they drove out to the house Dan commented on how far out in the boonies they were.

Yeah, I know, replied Ryan. Our nearest neighbour is at least half a mile away. They finally reached the driveway which wound through a beautiful and spacious yard. Ryan pulled the car up and pushed the remote to open one door of the spacious double garage. After parking the car the boys headed inside. Dan was amazed at the large and open living room they walked into. The room had an extra high ceiling with a large skylight overhead to let in the natural light.

Look at that flat screen T.V.! Ryan exclaimed, and the sound system! This would be a great place to have a party! Yeah, said Dan, and I have to admit that our pool and hot tub would be popular too. They walked into the kitchen to grab a snack and Ryan was impressed again. The kitchen was also large and roomy with large glass cupboards and a brand new gas powered stove. The boys grabbed a couple of pizza pops, threw them in the high tech microwave and flipped on the ipod that was propped in a docking station that was sitting on the table. The kitchen was certainly well kept, but Ryan did notice a leak under the sink when he went to throw out his napkin. Before they left the room Ryan hesitated for a moment.

What’s this he asked? Pointing to a display on the wall.

Oh, that’s just my mom’s spoon collection. Pretty lame but she says they’re pretty valuable. Apparently they are worth about five hundred bucks because they’re real silver or something.

Let’s go up to my room Ryan said.. I wish we could use the games room but it’s pretty wet down there. We always have

problems with flooding in the spring. It’s a real pain because then we can’t use the home theatre or the ping pong table. As they headed upstairs Dan noticed numerous works of art on the wall. Ryan caught him looking and commented, “My Dad’s crazy about art. I’d love to take one of these paintings and trade it in for a new car though” Once upstairs they walked past three other rooms before they reached Ryan’s. What was that last room for? Dan asked.. The one with all the trophies?

Oh that’s just my parents’ work room. They just keep the computer and a small stereo in there, and of course my dad’s safe. He thinks I have no idea it’s behind the filing cabinet ha ha. As for the stereo, my dad says he works better when there is music in the background. It’s really nice having so many rooms upstairs though. I demanded to have mine as far away from my parents’ as possible. That way I can play my music a little louder and it doesn’t bother them. Of course if it’s really late I just listen to my ipod.

Hey, was that another bathroom I noticed? Dan inquired.

Yup. said Ryan. There are four all together if you include the private one off the master bedroom. That one is the best, it even has a jacuzzi tub in it. Dan walked back to the master bedroom and peeked in. What struck him first was the amount of jewellery on the vanity table. Wow, your mom sure has a lot of stuff!

C’mon, said Ryan. Enough looking at the house. I’ve got some music I want to download...and the boys headed off.

Create a key: Circle or highlight the day of the week in the left column with the assigned color you choose to annotate.

Monday: A Robber	Look at the excerpt with the perspective of someone wanting to rob this house. View the details with this perspective.
Tuesday: A realtor	Look at the excerpt with the perspective of someone wanting to sell this house. View the details with this perspective. What would be marketable? Desirable? Etc.
Wednesday: A house guest	Look at the excerpt with the perspective of someone staying at this house. What would be convenient? Inconvenient? Etc. View the details with this perspective.
Thursday: a 90-yr-old	Look at the excerpt with the perspective of someone living in this house who is 90. View the details with this perspective.
Friday: a 4-yr-old	Look at the excerpt with the perspective of someone living in this house who is 4. View the details with this perspective.

Week 5: 9/9-9/13

Activity 1

Goal: Learn about annotating for form!

Form is all about the genre, point of view, and perspective within a text! Your annotations have 3 purpose words in each one.

Here is a brief run down...watch my video on _____ for more! 😊

- **The first purpose word:** identifies the *what*. This means, what is happening, what is important, what are you identifying, what do I need to notice, what is the focus of your analysis? Etc....
- **The second purpose word:** Analyze the technique- the *how*. This means, HOW does the author develop that perspective? How does the author create that tone? How does the author develop the character or significance or whatever. This is the heart of the class. This is author's **technique**.
- **The third purpose word:** Connects your ideas to author's purpose. What is the author saying about the theme? What does the author want readers to see, learn, or realize?

Your Task

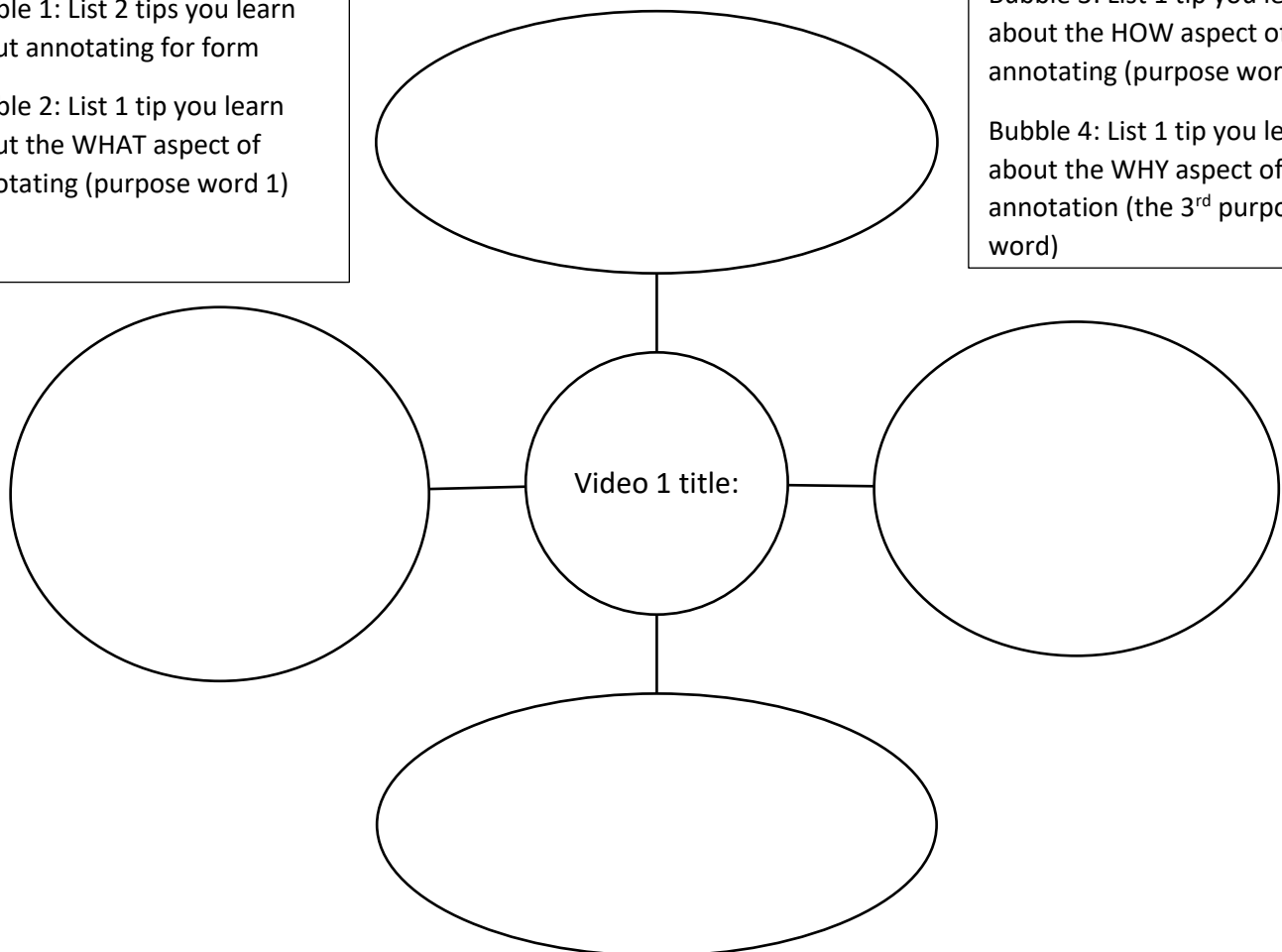
Look through the videos from your peers provided on _____. Then, choose 3 to watch and study! I would NOT just choose the 3 shortest. For these 3 videos, you are going to pay attention to their form annotations. After watching, complete the chart for EACH video! 😊 Follow the notes in the chart to see what goes into each bubble.

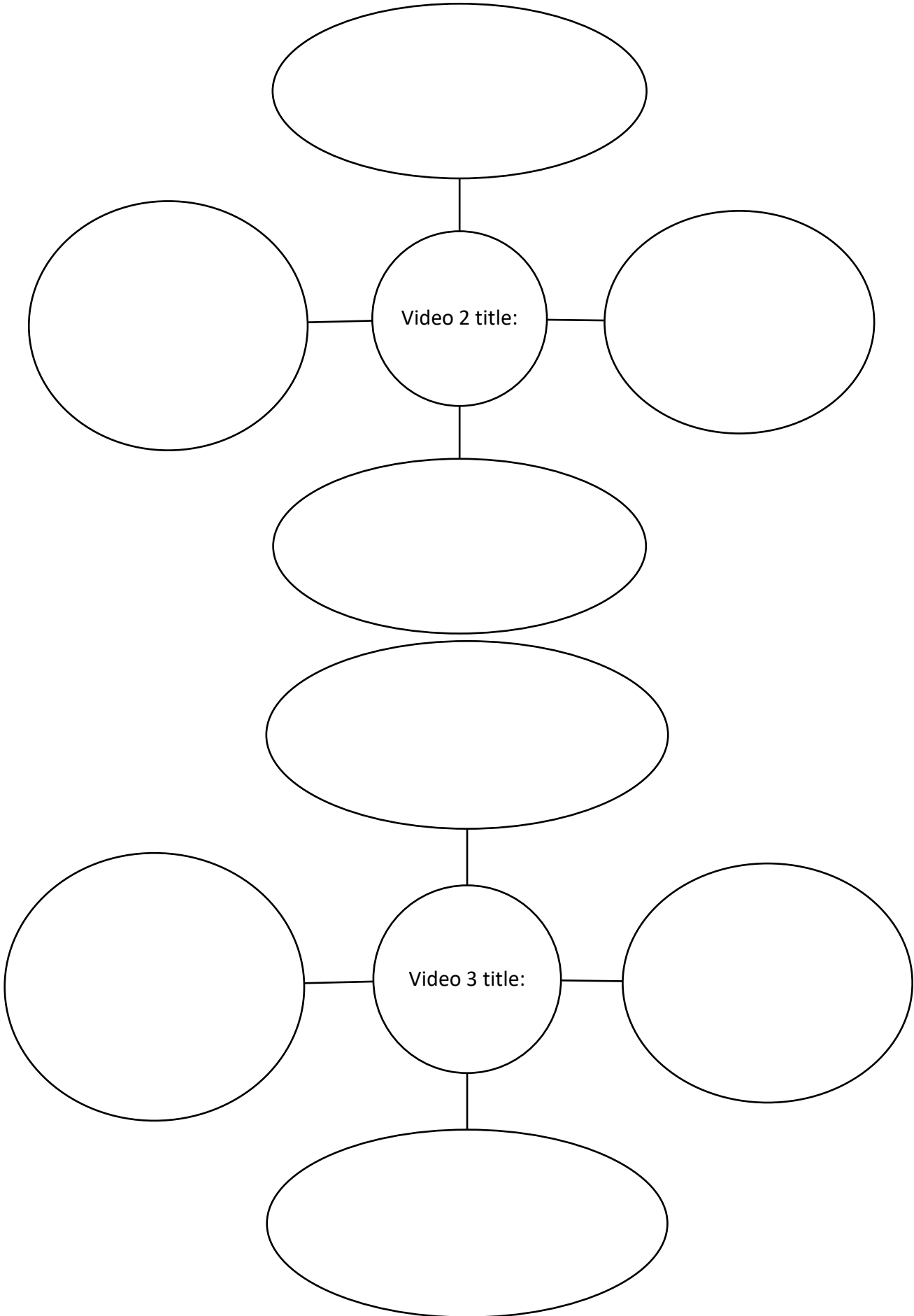
Bubble 1: List 2 tips you learn about annotating for form

Bubble 2: List 1 tip you learn about the WHAT aspect of annotating (purpose word 1)

Bubble 3: List 1 tip you learn about the HOW aspect of annotating (purpose word 2)

Bubble 4: List 1 tip you learn about the WHY aspect of the annotation (the 3rd purpose word)





Directions: Practice annotating for form! EACH annotation needs 3 purpose words following the what, how, why process. Use _____ to help you identify what to look for when analyzing form. **You can also use the videos from your peers and the video from me _____.**

- **The first purpose word:** identifies the *what*. This means, what is happening, what is important, what are you identifying, what do I need to notice, what is the focus of your analysis? Etc....
- **The second purpose word:** Analyze the technique- the *how*. This means, HOW does the author develop that perspective? How does the author create that tone? How does the author develop the character or significance or whatever. This is the heart of the class. This is author’s **technique**.
- **The third purpose word:** Connects your ideas to author’s purpose. What is the author saying about the theme? What does the author want readers to see, learn, or realize?

You need **5 form annotations total**. Each annotation gets **3 highlighted purpose words** (found on _____).

Which means you should have **15 purpose words for form**.

Write small because you need room to add structure and language in the upcoming weeks!

Background Information on “Marigolds”

Historical	Characterization	Themes
<p>•Eugenia Collier's short story "Marigolds" is set in 1930s rural Maryland during the Great Depression. The story explores the effects of the Depression on Black children, and the historical context of the story includes racial segregation, poverty, and limited opportunities.</p> <p>•How to use this for Form:</p> <ul style="list-style-type: none"> •Use this for genre. We have a personal narrative which means we are getting authentic emotion. •The time period can help with perspective too because we can how she views her life and surroundings and why. 	<p>•The story's main character, Lizabeth, is a young Black girl who lives in a poor, racially segregated community. Lizabeth's parents struggle to make ends meet, and Lizabeth often reacts with anger, which leads her to act out in a way that causes her regret and shame. Lizabeth and her friends frequently torment and destroy a beautiful marigold garden nurtured by an old woman named Miss Lottie. Lizabeth had thought Miss Lottie to be a witch and despised the marigolds because it did not match the poverty and sadness that surrounded her.</p> <p>•How to use this for form:</p> <ul style="list-style-type: none"> •You can use this for point of view, the 1st person allows readers to experience this with her but she's older now and looking back on her childhood. We get authentic emotions but the memories are tainted with age and experience. 	<p>•The story's themes include poverty, maturity, and the relationship between innocence and compassion. It also teaches readers to embrace empathy as a means of better understanding the emotions and experiences of others.</p> <p>•How to use this for form:</p> <ul style="list-style-type: none"> •This could work for all aspects of form •Her impoverished perspective could cast a lens on the story •Knowing her childhood innocence is going to be ruined also ties into the perspective of the story. Our author knows this moment is monumental in her life because she is walking us through a memory.

Week 6 Overview: 9/16-9/20

Your tasks have little checkable circles instead of bullet points so you can check them off when you have them completed.

Be sure to read the directions in their entirety so you don't miss any steps or tasks. 😊

The expectation is that you work on these in order and that they are completed by the end of the week. The bell ringer should be daily and should only last about 7 minutes each day.

Your tasks for the week:

- **Bell Ringer: Structure practice with The Hunger Games**
 - Each day you will annotate the same text.
 - You need a different color for each day. These can be pens or highlighters.
 - Each day you will annotate with a new element of structure!
 - You need to try to use 2 purpose words for each annotation.

- **Activity 1: Structure Notes from Previous AICE Literature Students!**
 - You will choose 3 videos from the following location: _____
 - You will focus on the structure portion of the video
 - You will be asked to answer questions about the 3 videos you selected
 - PS: these AICE Lit kids made these videos just for you knowing I would be missing the first several weeks of school....so be nice.... <3

- **Activity 2: "Marigolds" Short Story Structure Practice**
 - You will need to read (there are audio versions on YouTube) Marigolds and annotate for structure.
 - You WILL be practicing with purpose words!
 - You WILL be connecting your annotations to author's techniques (how)
 - You WILL be connecting your annotations to theme and author's purpose (why)
 - You will use the same short story from week 5...so go back to it and add your annotations there! 😊

Don't forget, if you struggle with any of the skills, you have help options:

1. Watch some of the videos on reference handout _____
2. Ask your peers (especially those who took AICE Lit previous years)
3. Attend the NHS tutoring (most of these kids have taken AICE Lit)
4. Try your best 😊

Hear the week explained by me:

<https://tinyurl.com/aicelitweek6>



Week 6: 9/16-9/20

Bell Ringer

Directions: You will use the same text for your entire bell ringer. Each day, you will annotate the text applying different types of structural analysis to the text. Watching the video on the Week 6 overview will be helpful if you are confused by what I mean by that. You need 3 annotations for each day. So, 15 annotations total. Try to use at least 2 purpose words for each annotation. 😊 I will point you in the right direction but feel free to choose something I did not point out!



When I wake up, the other side of the bed is cold. My fingers stretch out, seeking Prim's warmth but finding only the rough canvas cover of the mattress. She must have had bad dreams and climbed in with our mother. Of course, she did. This is the day of the reaping.

I prop myself up on one elbow. There's enough light in the bedroom to see them. My little sister, Prim, curled up on her side, cocooned in my mother's body, their cheeks pressed together. In sleep, my mother looks younger, still worn but not so beaten-down. Prim's face is as fresh as a raindrop, as lovely as the primrose for which she was named. My mother was very beautiful once, too. Or so they tell me.

shirt, tuck my long dark braid up into a cap, and grab my forage bag. On the table, under a wooden bowl to protect it from hungry rats and cats alike, sits a perfect little goat cheese wrapped in basil leaves. Prim's gift to me on reaping day. I put the cheese carefully in my pocket as I slip outside.

Our part of District 12, nicknamed the Seam, is usually crawling with coal miners heading out to the morning shift at this hour. Men and women with hunched shoulders, swollen knuckles, many who have long since stopped trying to scrub the coal dust out of their broken nails, the lines of their sunken faces. But today the black cinder streets are empty. Shutters on the squat gray houses are closed. The reaping isn't until two. May as well sleep in. If you can.

Our house is almost at the edge of the Seam. I only have to pass a few gates to reach the scruffy field called the Meadow. Separating the Meadow from the woods, in fact enclosing all of District 12, is a high chain-link fence topped with barbed-wire

Sitting at Prim's knees, guarding her, is the world's ugliest cat. Mashed-in nose, half of one ear missing, eyes the color of rotting squash. Prim named him Buttercup, insisting that his muddy yellow coat matched the bright flower. He hates me. Or at least distrusts me. Even though it was years ago, I think he still remembers how I tried to drown him in a bucket when Prim brought him home. Scrawny kitten, belly swollen with worms, crawling with fleas. The last thing I needed was another mouth to feed. But Prim begged so hard, cried even, I had to let him stay. It turned out okay. My mother got rid of the vermin and he's a born mouser. Even catches the occasional rat. Sometimes, when I clean a kill, I feed Buttercup the entrails. He has stopped hissing at me.

Entrails. No hissing. This is the closest we will ever come to love.

I swing my legs off the bed and slide into my hunting boots. Supple leather that has molded to my feet. I pull on trousers, a

loops. In theory, it's supposed to be electrified twenty-four hours a day as a deterrent to the predators that live in the woods — packs of wild dogs, lone cougars, bears — that used to threaten our streets. But since we're lucky to get two or three hours of electricity in the evenings, it's usually safe to touch. Even so, I always take a moment to listen carefully for the hum that means the fence is live. Right now, it's silent as a stone. Concealed by a clump of bushes, I flatten out on my belly and slide under a two-foot stretch that's been loose for years. There are several other weak spots in the fence, but this one is so close to home I almost always enter the woods here.

Monday: Setting	Setting elements are usually symbols. Think of how the setting represents character's emotions, the cultural and political vibe, etc. Setting is never just setting.
Tuesday: Plot	Plot only matters when it matters. But...looking at how author's open a novel or story can be really significant. Consider why Collins would start with this scene and why it could be significant. What themes are introduced? How does the action introduce the characters to the audience? Etc.
Wednesday: Syntax	Sentence structure can reveal a lot too...especially emotion.... Long, drawn out sentences are less chaotic than short choppy ones. Long ones juxtaposed with short ones usually draws attention to the shorter.
Thursday: Pacing	Pacing is time manipulation. Look for when time slows down, speeds up, flashes back, jumps forward, etc. and figure out why the author is doing it.
Friday: Punctuation	Like plot, punctuation only matters when it matters. Not every period matters. But, some fancier punctuation does. Determine what the author is trying to accomplish with the punctuation choices.

Goal: Learn about annotating for Structure!

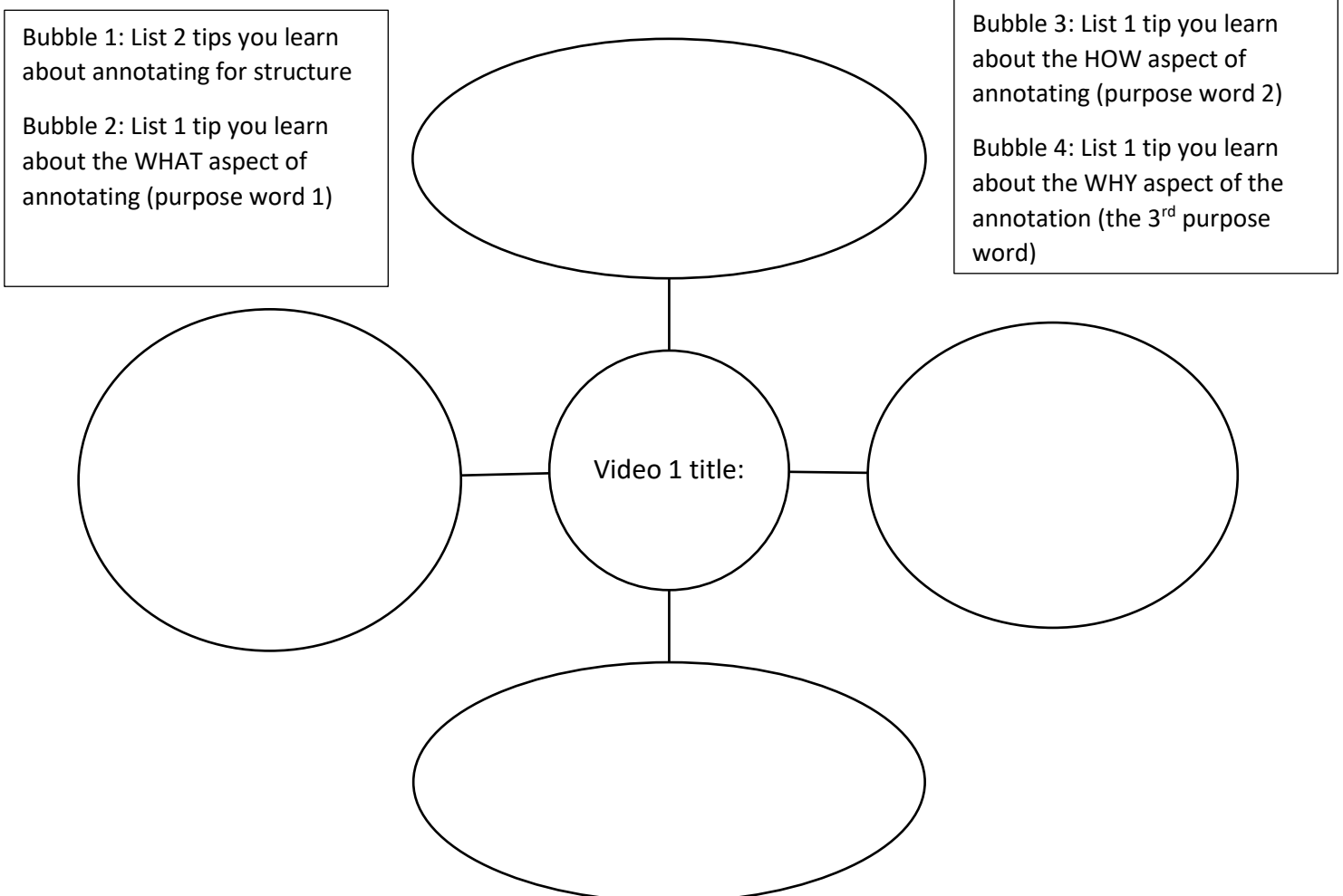
Structure is all about how the text is built and designed. Structure changes depending on the type of text you're working with. For example, for poetry, you have stanza length, enjambment, caesura, etc. But, for stories, you have plot, setting, pacing, etc.

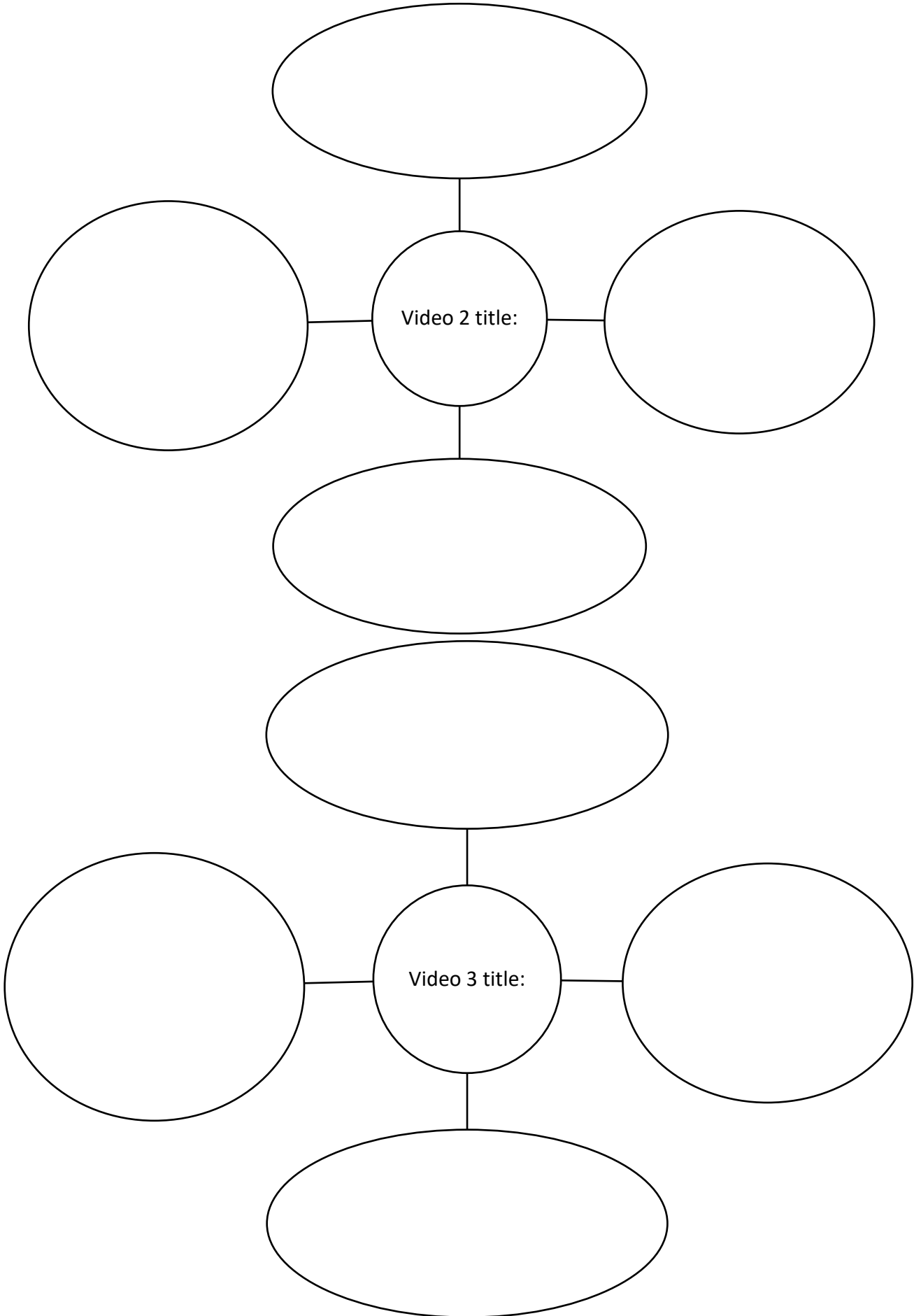
Here is a brief run down...watch my video on _____ for more! 😊

- **The first purpose word:** identifies the *what*. This means, what is happening, what is important, what are you identifying, what do I need to notice, what is the focus of your analysis? Etc...Identify what it is about structure you're writing about.
- **The second purpose word:** Analyze the technique- the *how*. This means, HOW does the author develop that structural element to achieve his purpose? How does the author create that tone? How does the author develop the character or significance or whatever. This is the heart of the class. This is author's **technique**.
- **The third purpose word:** Connects your ideas to author's purpose. What is the author saying about the theme? What does the author want readers to see, learn, or realize?

Your Task

Look through the videos from your peers provided on _____. Then, choose 3 to watch and study! I would NOT just choose the 3 shortest. For these 3 videos, you are going to pay attention to their structure annotations. After watching, complete the chart for EACH video! 😊 Follow the notes in the chart to see what goes into each bubble.





Directions: Practice annotating for structure! EACH annotation needs 3 purpose words following the what, how, why process. Use _____ to help you identify what to look for when analyzing structure. **You can also use the videos from your peers and the video from me _____.**

- **The first purpose word:** identifies the *what*. This means, what is happening, what is important, what are you identifying, what do I need to notice, what is the focus of your analysis? Etc....
- **The second purpose word:** Analyze the technique- the *how*. This means, HOW does the author develop that structural element? How does the author create that tone? How does the author develop the character or significance or whatever. This is the heart of the class. This is author’s **technique**.
- **The third purpose word:** Connects your ideas to author’s purpose. What is the author saying about the theme? What does the author want readers to see, learn, or realize?

You need **6 structural annotations total**. Each annotation gets **3 highlighted purpose words** (found on _____).

Which means you should have **18 purpose words for structure**.

Write small because you need room to add language in the upcoming week!

Background Information on “Marigolds”

Historical	Characterization	Themes
<ul style="list-style-type: none"> • Eugenia Collier's short story "Marigolds" is set in 1930s rural Maryland during the Great Depression. The story explores the effects of the Depression on Black children, and the historical context of the story includes racial segregation, poverty, and limited opportunities. • How to use this for structure: • Look for the symbolism behind the setting, especially consider the time period. • Use the plot and the time period it's in to help with analysis. 	<ul style="list-style-type: none"> • The story's main character, Lizabeth, is a young Black girl who lives in a poor, racially segregated community. Lizabeth's parents struggle to make ends meet, and Lizabeth often reacts with anger, which leads her to act out in a way that causes her regret and shame. Lizabeth and her friends frequently torment and destroy a beautiful marigold garden nurtured by an old woman named Miss Lottie. Lizabeth had thought Miss Lottie to be a witch and despised the marigolds because it did not match the poverty and sadness that surrounded her. • How to use this for structure: • Pacing: this whole thing is a flashback, a memory. Use that to your advantage. • Plot: Consider why the author would zoom in on this moment in her past. Consider the plot line with her parents, etc. • Syntax: Consider the author's sentence structure and what it reveals about her characterization. 	<ul style="list-style-type: none"> • The story's themes include poverty, maturity, and the relationship between innocence and compassion. It also teaches readers to embrace empathy as a means of better understanding the emotions and experiences of others. • How to use this for structure: • Tie in all structural information to these themes. If you are analyzing punctuation, connect that dash or question mark to one of these thematic ideas.

Week 7 Overview: 9/23-9/27

Your tasks have little checkable circles instead of bullet points so you can check them off when you have them completed.

Be sure to read the directions in their entirety so you don't miss any steps or tasks. 😊

The expectation is that you work on these in order and that they are completed by the end of the week. The bell ringer should be daily and should only last about 7 minutes each day.

Your tasks for the week:

- **Bell Ringer: Language practice**
 - Each day you will annotate the same text. ANNNNND...you will see this is the same as week 6.
 - You need a different color for each day. These can be pens or highlighters.
 - Each day you will annotate with a new language element!
 - Each annotation needs the 3 purpose words: the what, the how, and they why.
- **Activity 1: Literary Device and Figurative Language Device Task**
 - This task has 2 parts.
 - Part 1 has you sorting 150 vocabulary words into form, structure, and language. Vocab can be found on page _____.
 - Part 2 has you writing about those sorted words.
- **Activity 2: Language Notes from Previous AICE Literature Students!**
 - You will choose 3 videos from the following location: _____
 - You will focus on the language portion of the video
 - You will be asked to answer questions about the 3 videos you selected
 - PS: these AICE Lit kids made these videos just for you knowing I would be missing the first several weeks of school....so be nice.... <3
- **Activity 3: "Marigolds" Short Story Language Practice**
 - You will need to read (there are audio versions on YouTube) Marigolds and annotate for language.
 - You WILL be practicing with purpose words!
 - You WILL be connecting your annotations to author's techniques (how)
 - You WILL be connecting your annotations to theme and author's purpose (why)

Don't forget, if you struggle with any of the skills, you have help options:

1. Watch some of the videos on reference handout _____
2. Ask your peers (especially those who took AICE Lit previous years)
3. Attend the NHS tutoring (most of these kids have taken AICE Lit)
4. Try your best 😊

Hear the week explained by me:

<https://tinyurl.com/aicelitweek7>



Directions: You will use the same text for your entire bell ringer. Each day, you will annotate the text applying different types of structural analysis to the text. Watching the video on the Week 6 overview will be helpful if you are confused by what I mean by that. You need 3 annotations for each day. So, 15 annotations total. Try to use at least 2 purpose words for each annotation. 😊 I will point you in the right direction but feel free to choose something I did not point out!



When I wake up, the other side of the bed is cold. My fingers stretch out, seeking Prim’s warmth but finding only the rough canvas cover of the mattress. She must have had bad dreams and climbed in with our mother. Of course, she did. This is the day of the reaping.

I prop myself up on one elbow. There’s enough light in the bedroom to see them. My little sister, Prim, curled up on her side, cocooned in my mother’s body, their cheeks pressed together. In sleep, my mother looks younger, still worn but not so beaten-down. Prim’s face is as fresh as a raindrop, as lovely as the primrose for which she was named. My mother was very beautiful once, too. Or so they tell me.

shirt, tuck my long dark braid up into a cap, and grab my forage bag. On the table, under a wooden bowl to protect it from hungry rats and cats alike, sits a perfect little goat cheese wrapped in basil leaves. Prim’s gift to me on reaping day. I put the cheese carefully in my pocket as I slip outside.

Our part of District 12, nicknamed the Seam, is usually crawling with coal miners heading out to the morning shift at this hour. Men and women with hunched shoulders, swollen knuckles, many who have long since stopped trying to scrub the coal dust out of their broken nails, the lines of their sunken faces. But today the black cinder streets are empty. Shutters on the squat gray houses are closed. The reaping isn’t until two. May as well sleep in. If you can.

Our house is almost at the edge of the Seam. I only have to pass a few gates to reach the scruffy field called the Meadow. Separating the Meadow from the woods, in fact enclosing all of District 12, is a high chain-link fence topped with barbed-wire

Sitting at Prim’s knees, guarding her, is the world’s ugliest cat. Mashed-in nose, half of one ear missing, eyes the color of rotting squash. Prim named him Buttercup, insisting that his muddy yellow coat matched the bright flower. He hates me. Or at least distrusts me. Even though it was years ago, I think he still remembers how I tried to drown him in a bucket when Prim brought him home. Scrawny kitten, belly swollen with worms, crawling with fleas. The last thing I needed was another mouth to feed. But Prim begged so hard, cried even, I had to let him stay. It turned out okay. My mother got rid of the vermin and he’s a born mouser. Even catches the occasional rat. Sometimes, when I clean a kill, I feed Buttercup the entrails. He has stopped hissing at me.

Entrails. No hissing. This is the closest we will ever come to love.

I swing my legs off the bed and slide into my hunting boots. Supple leather that has molded to my feet. I pull on trousers, a

loops. In theory, it’s supposed to be electrified twenty-four hours a day as a deterrent to the predators that live in the woods — packs of wild dogs, lone cougars, bears — that used to threaten our streets. But since we’re lucky to get two or three hours of electricity in the evenings, it’s usually safe to touch. Even so, I always take a moment to listen carefully for the hum that means the fence is live. Right now, it’s silent as a stone. Concealed by a clump of bushes, I flatten out on my belly and slide under a two-foot stretch that’s been loose for years. There are several other weak spots in the fence, but this one is so close to home I almost always enter the woods here.

Monday:	
Tuesday:	
Wednesday:	
Thursday:	
Friday:	

Week 7: 9/23-9/27

Activity 1

Vocabulary Sorting!

Part 1 Directions: Your vocabulary packet has about 150 terms. Your task is to sort them into form, structure, or language. Consider the words and their meanings and how they could fit into your annotations. There aren't necessarily *wrong* answers...but at the same time...you can be wrong... So be thoughtful in your placements.

You do NOT need to write the definitions, just find homes for the words. Be thoughtful in your choices. You will use this often throughout the year. I have started the list for you so you can see examples.

Words that could help you with your form annotations:

Words that could help you with your structure annotations:

Words that could help you with your language annotations:

Words that are important but may not live neatly in the FSL:

Part 2 Directions: Use your charts to answer the following questions.

1. Look at your form box. Choose 3 of the words you placed into that category and explain HOW they will help you write about form. You must use “because”, “but”, and “so” in each response but they don’t have to be in that order.

●

●

●

2. Look at your structure box. Choose 3 of the words you placed into that category and explain HOW they will help you write about structure. You must use “because”, “but”, and “so” in each response but they don’t have to be in that order.

●

●

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3. Look at your language box. Choose 3 of the words you placed into that category and explain HOW they will help you write about language. You must use “because”, “but”, and “so” in each response but they don’t have to be in that order.

●

●

●

Week 7: 9/23-9/27

Activity 2

Goal: Learn about annotating for Language!

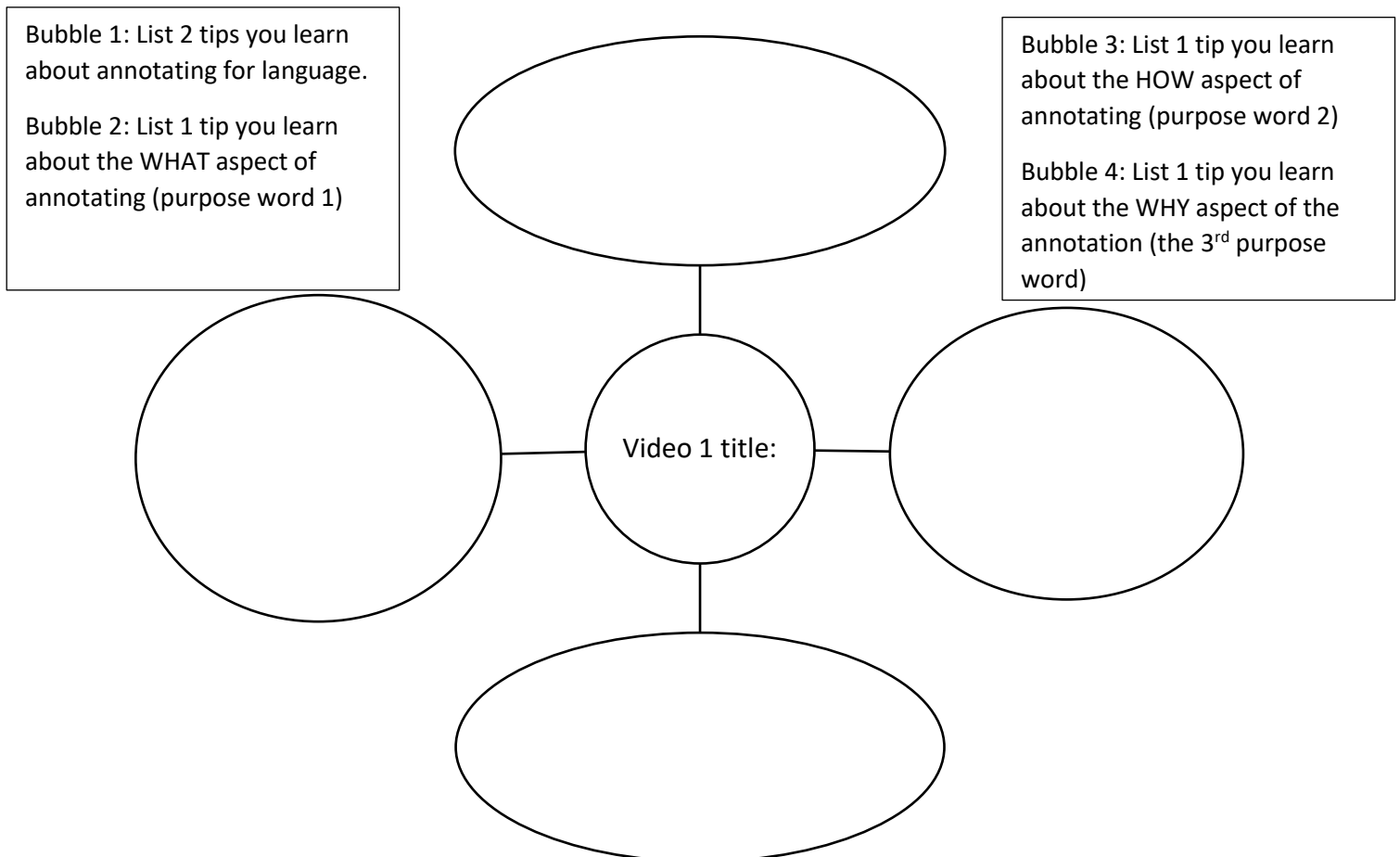
Language is all about figurative language like metaphors, similes, and idioms and literary devices like symbolism, personification, and allusions. It also includes diction and the connotation of the words used.

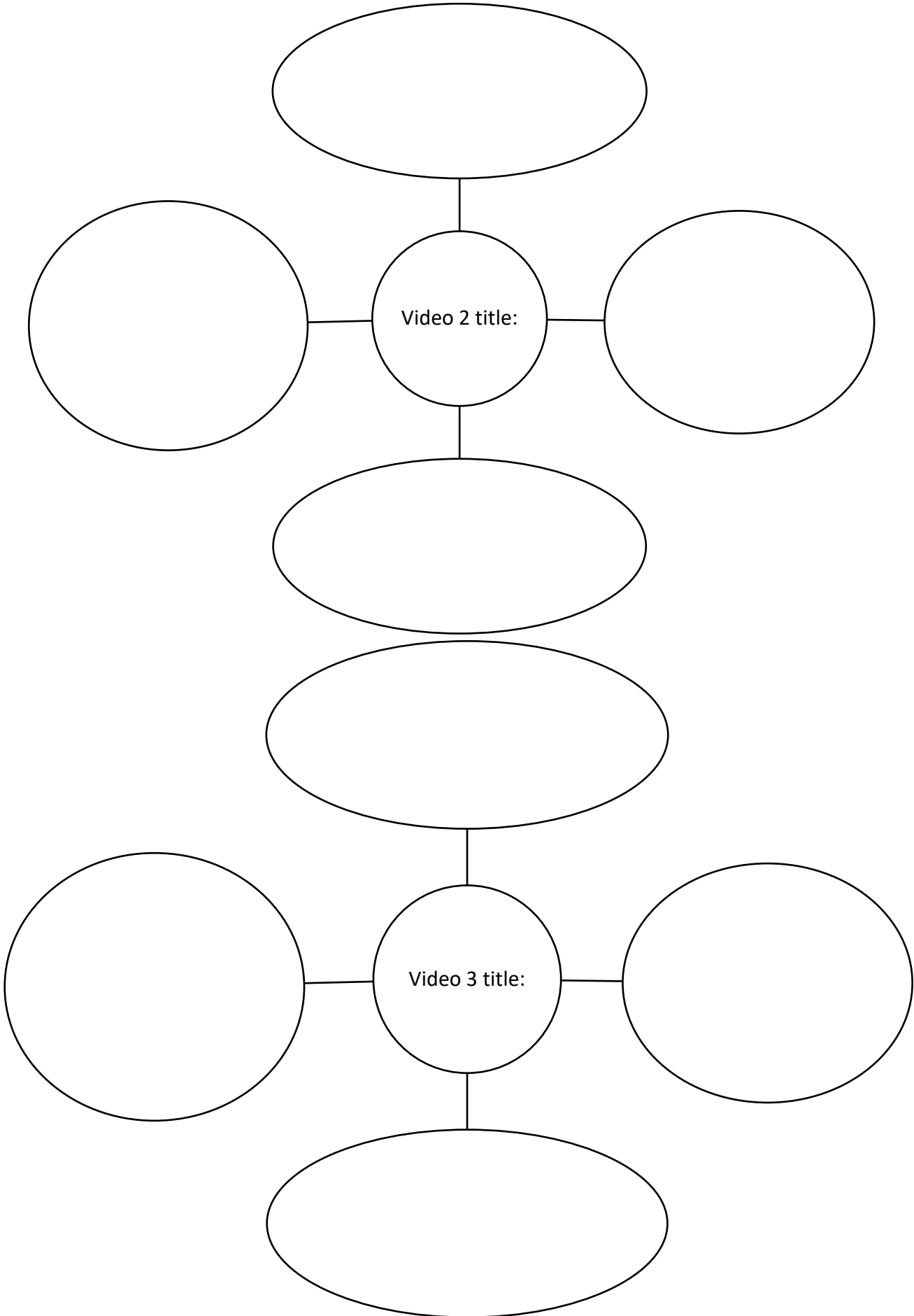
Here is a brief run down...watch my video on _____ for more! 😊

- **The first purpose word:** identifies the *what*. This means, what is happening, what is important, what are you identifying, what do I need to notice, what is the focus of your analysis? Etc...Identify what it is about language you're writing about.
- **The second purpose word:** Analyze the technique- the *how*. This means, HOW does the author develop that language element to achieve his purpose? How does the author create that tone? How does the author develop the character or significance or whatever. This is the heart of the class. This is author's **technique**.
- **The third purpose word:** Connects your ideas to author's purpose. What is the author saying about the theme? What does the author want readers to see, learn, or realize?

Your Task

Look through the videos from your peers provided on _____. Then, choose 3 to watch and study! I would NOT just choose the 3 shortest. For these 3 videos, you are going to pay attention to their language annotations. After watching, complete the chart for EACH video! 😊 Follow the notes in the chart to see what goes into each bubble.





Directions: Practice annotating for language! EACH annotation needs 3 purpose words following the what, how, why process. Use _____ to help you identify what to look for when analyzing language. **You can also use the videos from your peers and the video from me _____.**

- **The first purpose word:** identifies the *what*. This means, what is happening, what is important, what are you identifying, what do I need to notice, what is the focus of your analysis? Etc....
- **The second purpose word:** Analyze the technique- the *how*. This means, HOW does the author develop that language element? How does the author create that tone? How does the author develop the character or significance or whatever. This is the heart of the class. This is author’s **technique**.
- **The third purpose word:** Connects your ideas to author’s purpose. What is the author saying about the theme? What does the author want readers to see, learn, or realize?

You need **6 language annotations total**. Each annotation gets **3 highlighted purpose words** (found on _____).

Which means you should have **18 purpose words for language**. *Get creative if you run out of room.*

Write small because you need room to add language in the upcoming week!

Background Information on “Marigolds”

Historical	Characterization	Themes
<p>•Eugenia Collier's short story "Marigolds" is set in 1930s rural Maryland during the Great Depression. The story explores the effects of the Depression on Black children, and the historical context of the story includes racial segregation, poverty, and limited opportunities.</p>	<p>•The story's main character, Lizabeth, is a young Black girl who lives in a poor, racially segregated community. Lizabeth's parents struggle to make ends meet, and Lizabeth often reacts with anger, which leads her to act out in a way that causes her regret and shame. Lizabeth and her friends frequently torment and destroy a beautiful marigold garden nurtured by an old woman named Miss Lottie. Lizabeth had thought Miss Lottie to be a witch and despised the marigolds because it did not match the poverty and sadness that surrounded her.</p>	<p>•The story's themes include poverty, maturity, and the relationship between innocence and compassion. It also teaches readers to embrace empathy as a means of better understanding the emotions and experiences of others.</p>

Week 8 Overview: 9/30-10/4

Your tasks have little checkable circles instead of bullet points so you can check them off when you have them completed.

Be sure to read the directions in their entirety so you don't miss any steps or tasks. 😊

The expectation is that you work on these in order and that they are completed by the end of the week. The bell ringer should be daily and should only last about 7 minutes each day.

Your tasks for the week:

- **Bell Ringer: Prompt Dissection**
 - Each day you will be given a new sample prompt.
 - Your task is to explain what Cambridge is looking for in the essay response.

- **Activity 1: Get to Know Your Test!**
 - You will watch a video of me explaining your Cambridge exam and expectations.
 - You will take notes while watching.

- **Activity 2: Sample Essays 1 and 2 Comparisons**
 - I will provide 2 annotated student essays. 1 would not pass and 2 would barely pass.
 - You will first apply the Grade Description criteria to essay one to explain why it wouldn't pass with an E.
 - Then, you will decide if essay 2 would equal an E or C. Or...maybe a D.

- **Activity 3: Sample Essay Showdown**
 - You will be in charge of annotating the 2 sample essays! 😊
 - You will then decide which essay you think scores higher and Use the Grade Descriptions to defend your answer.

Hear the week explained by me:

<https://tinyurl.com/aicelitweek8>



Don't forget, if you struggle with any of the skills, you have help options:

1. Watch some of the videos on reference handout _____
2. Ask your peers (especially those who took AICE Lit previous years)
3. Attend the NHS tutoring (most of these kids have taken AICE Lit)
4. Try your best 😊

Week 8: 9/30-10/4**Bell Ringer**

Directions: Each day has a new Cambridge prompt. Your task is to explain what the prompt is asking and what kind of information should go into your essay (if you were given that prompt). Use my samples as guidance. Each explanation should exceed 30 words. Be sure to include different avenues you could take in your essay too.

Day	Prompt	Prompt Dissection and Explanation
Sample	Discuss some ways in which two of Heaney's poems explore love.	"Love" is not always romantic. It could be familial or friendly. It could also be both positive and negative. Love can be lost, forsaken, discarded, never experienced. I could write about 1 poem where love is positive and warm and another where love is lost and unexperienced or maybe misunderstood. I could compare and contrast at the same time. (59 words)
Sample	Comment closely on the poet's concerns in the poem <i>Miners</i> by Wilfred Owens.	The title of the poem is "Miners". I could assume this means coal miners but miner could mean figurative too. If so, then both are unearthing something. "Concerns" could reference actual tangible threats coal miners face but "concerns" could also be more emotional, intangible things. (45 words)
Monday	Comment closely on ways in which Woolf develops the reader's response to Mrs. Ramsay in the following passage.	
Tuesday	Discuss the effects of the following passage in detail, commenting particularly on how Dickens creates sympathy for Paul.	
Wednesday	Discuss ways in which hopes and aspirations of young people are presented in 2 stories.	
Thursday	Discuss some of the ways in which the house in <i>Howard's End</i> is made significant throughout the novel.	
Friday	Compare ways in which two poems portray the effects of death. (last year's prompt)	

Week 8: 9/30-10/4

Activity 1

Directions: You are going to learn about your exam!!! Watch the video of me explaining your test found here: _____ or here: <https://tinyurl.com/3be52ebm> . While you watch, take notes on the lines provided. Bullet points are fine. Your notes need to be things you learned about that part of your test. The lines go along with the slides. You need at least 3 notes per slide.

Week 8: 9/30-10/4

Activity 2

Part 1 Directions: Read essay 1 and the comments made. Then, use the Grade Description on page _____ to explain why essay 1 would not reach the E mark. Each explanation needs to be 40 or more words and needs to include evidence from the essay to back up your reasoning.

Area	Explanation of why it wouldn't reach E.
Knowledge and understanding of literary texts.	
Appreciation of relevant contexts	
Understanding the style and methods of different literary forms.	
Understanding writers' literary choices and their effects, using appropriate literary terminology.	
Articulating a personal response to texts.	
Developing a structured argument in response to a task.	

Part 2 Directions: Read essay 2 and the comments made. Then, use the Grade Description on page _____ to argue if you think essay 2 would be an E or C. Or, you could argue it would fall in the D range. Be sure make each explanation over 40 words and use evidence from essay to defend your arguments. Your scores do NOT have to be the same for each category. If you think it would be an E in one section but a C in another, that's ok. This essay would NOT score higher than a C...and that's being generous.

Area	Defense if you think it would score an E or C. You could argue D too if you want.
Knowledge and understanding of literary texts.	
Appreciation of relevant contexts	
Understanding the style and methods of different literary forms.	
Understanding writers' literary choices and their effects, using appropriate literary terminology.	
Articulating a personal response to texts.	
Developing a structured argument in response to a task.	

Directions: Read and annotate the 2 sample essays. While reading, you need to take notes on what was done well and what wasn't done well. **Follow my lead for each one. Be sure to number your notes. You need 15 for each essay.**

Sample Essay 1

Elesin's whole life has led up to this moment- yet his personality forbids him from continuing on with his duty. Dramatic irony builds as readers contemplate if Elesin can outshine his negative characteristics and accomplish his destiny. All of Elesin's attempts to progress into the afterlife fail due to his pretentious characterization. Both his actions and his words contribute to this failed ceremony. The significance of this scene lies in the fact that it shows Elesin's thought process to establish his varied characterization. Although he has a few redeeming qualities, Elesin is mostly portrayed as an arrogant fool, which ends up costing him later in the play.

Elesin has a strong sense of loyalty to his duty and in turn his King. This may be his biggest positive characteristic throughout the play. Specifically in this scene, Elesin states "...just then I felt my spirit's eagerness" on page 342. This proves that not only is Elesin mentally committed to his duty, but he is spiritually committed as well. He suggests that he is ready to move further to assist his King, whom he still worships greatly. This relationship is shown to be strong since Elesin still refers to him as "my King" at the bottom of page 343. Calling him by this noble title indicates that Elesin has been waiting for this reunion for a long time. He also has thought about this so much that he still connects with the King on a personal level, even after being separated for a month. Elesin tells his newlywed wife to "Stay with me till then." This quote confirms that Elesin plans to fully carry out his duty to the end. This also develops his relationship with his wife since he wants her to be a part of his life up until the very end. However, towards the end of the play, readers know that the wife becomes one of the factors that contribute to Elesin's inability to finish his sacrifice initially.

Elesin's wife and many other factors add up to be distractions that prevent Elesin from carrying out his duty. As mentioned in the previous paragraph, Elesin tells his wife that she was the main reason he was unable to serve his purpose. This distracted mindset is also shown in the text when characters constantly check on Elesin to make sure that he is paying attention. The Praise-Singer's first line in this excerpt is "Can you hear my call?" A question like this has a large significance to this ritual. If Elesin is unable to focus on this call, the whole ceremony will fall apart and send the tribe and its culture into an eternal doom. The entirety of Elesin's monologue on page 342-343 signals his attempts to stall. Since Elesin's mind is so split on this matter, he tries to buy himself time by carrying out a long and pointless speech. While the women stare in awe, he is well aware that this speech is only a distraction from the events that are about to take place. The Praise-Singer further emphasizes the focus required (that Elesin lacks) in the line "If there is weight on the loose end of your sash, such weight as no mere man can shift..." on page 345. He once again points out that the slightest breaking of focus will cause disaster. Even with all these warnings, Elesin still relies on himself and his ways, rather than the word of the King through the Praise-Singer.

All attempts to control Elesin to make him abide by the rules of the ritual are ignored due to Elesin's stubbornness. Elesin speaks up against the King on page 344 in the line "Elesin's message will be read only when his loyal heart no longer beats." Here Elesin informs the King that he will perform his other tasks after he is finished with the matters directly concerning him. Doing these tasks out of the order they are asked results in disastrous consequences due to Elesin's large ego. He continues after that by commenting on how he will not wait for the animals because he is aware of how this ceremony should play out. He feels so superior to the King's animals (who are also a valuable part of this ritual) that he tells the King he will do this journey on his own. He insists on doing this for both the horse and the dog and forbids his journey from being carried out any other way. Elesin also demonstrates his stubbornness by refusing to carry out the ritual until he has gotten everything his heart desires. This is exemplified in the opening lines of this excerpt

on page 342 that read “It is nearly time” Even after all the luxuries Elesin has received, he still insists that he is not yet ready due to whatever reason he can conjure up.

Preceding this excerpt, Elesin demands to have a new wife. This wife already belongs to the son of Iyaloja, yet, Elesin convinces Iyaloja to surrender this bride because Elesin is going to save the tribe through his duty. This excuse is constantly used by Elesin to get whatever he wants. The bride’s virginity was taken by Elesin, as indicated by the line “It is no mere virgin stain” which confirms that she is no longer a pure maiden. This displays clear abuse of power through Elesin’s actions. Earlier in the play, Elesin demanded to be dressed by the women (who are dancing at the beginning of this excerpt) in the finest clothing they can manage. No one dares to oppose him due to his nobility. He feels so righteous in his position that he barely listens to the words of the King who is speaking through the Praise-Singer. At the line “Elesin Alafin, I no longer sense your flesh” on page 346, readers know that Elesin has moved past where he should be. He journeys into undirected territory because he feels entitled due to him being “The Horseman of the King” as he refers to himself on page 345. This constant abuse of power and doing improper things, just because he can, reflects why Elesin was never right for this duty.

Through his actions, Elesin is presented as a careless individual. On page 343 in the stage directions, Elesin is said to come down in his semi-hypnotic state into the center of the women. He has no regard for their being since he forces them to move apart for him. They have provided so much for him throughout the course of preparing for his journey, yet he doesn’t care enough to ever offer them thanks or consider what is in their best interest. Elesin’s inability to put 100% of his focus into this ritual also proves how careless he is. This ritual is a very delicate matter, yet he is constantly doing his own thing. The Praise-Singer attempts to grab his focus multiple times like in the line “Is your memory sound” but Elesin continues to brush off these important comments. The stage directions note that once Elesin has fully slipped into his trance (before he is supposed to) on page 346, that there is “no longer sign of any awareness of his surroundings.” Elesin is supposed to remain in contact with all of the things concerning this matter. The way he leaves conscious reality too soon further exhibits his lack of respect and wariness about this situation.

Elesin’s negative personality traits outway his positive ones, especially in the selected excerpt. His vanity got in the way of his duty and caused him to suffer a greater loss than intended. In the big scheme of things, had Elesin abided by the rules and now allowed his pretentious attributes to get in the way of his sacrifice, all of these problems could have been avoided. The presentation of Elesin’s character sets him up for failure as soon as readers get introduced to him at the beginning of the play. His big and bold attitude was like a ticking time bomb, and unfortunately for Elesin and all of Yoruban culture, it went off at the most detrimental moment of their lives.

Sample Essay 2

This passage showcases Elesin's attempted crossing from this life onto the next, to guide his King to heaven. It is a cultural law, a duty he must fulfill, and going against this would not only put him to shame for the rest of his life, but doom the people and their lost king. This slice of the play is a transition. A transition from Elesin's prideful outlook on his role, toward a more reluctant acceptance as he performs the ritual. Up until this point, he has assured his people countless times that he will do what must be done with a smile on his face. Now, he seems less sure of himself. This scene highlights Elesin's mental conflict with himself and his culture, in a situation where sacrifice is necessary for the good of the many.

The first page takes place directly after the harassment of a character named Amusa, whom was just on his way to arrest Elesin, as suicide is against colonial law. When Elesin enters the scene to see the women dancing and singing, it almost serves as a harsh reality. Even though he goes on to speak highly of himself and with anticipation, his presence is a reminder. A reminder that he is a symbol of sacrifice and an oncoming death; which contrasts to the women singing praises toward children- "*Omo Kekere l'ogbeja*"/"*Little children are our champions*" - symbols of youth and life. Building off of that idea, Elesin presents the women with a cloth. A cloth that contains "*no mere virgin stain, but the union of life and the seeds of passage.*" With his death, he promises life will follow after him. Not just the life of his own children, but the life of the entire people, and the culture. With his death, all will go on. The drum-beat starts up, symbolizing his heart beat, as he declares he is ready to do what he must. That in itself is ironic: His heartbeat starts as he says he is prepared to die. This could easily be taken as foreshadowing, or it could be understood as anxiety. The weight of the situation finally hitting him, as he realizes what death may entail. He states, "*This is where I have chosen to do my leave-taking, in this heart of life, this hive which contains the swarm of the world in its small compass.*" His acknowledgement of the virtues of life gives him reason to want to stay behind, as his mental conflict begins. Even more noticeable by the clouding of his eyes, and followed by him immediately trying to clear them.

The next page starts with "*The kite makes for wide spaces and the wind creeps up behind its tail; can the kite say less than - thank you, the quicker the better?*" The analogy he is making can be understood as him, the kite, being forced along by his culture, the wind. He 'makes for wide spaces', reaching for more in life, his duty 'creeps up behind' him, and he has no other choice but to be thankful for it. Just the same, he states "*Do you know friends, the horse is born to this one destiny...*" He changes his tone by saying "wait," signifying how he is not yet ready to leave... even if this contrasts with him saying, just seconds later "*I shall tell him to let the Alafin know I follow swiftly.*" This perfectly encapsulates his battle with himself. He wants to stay behind. He wants to live more of this life he has been given. Yet, despite his wants, he knows what is better for his people - and he continues this facade of acceptance. He soon "*[falls into] a state of semi-hypnosis; his eyes scan the sky but it is in a kind of daze.*" His body continues to slow down this way throughout the passage. While it could be understood as the ritual working its magic, another way to view it is nervousness... or disassociating entirely. He is frightened of death, but refuses to show it. It just builds up inside of him. The dance he performs is described as 'solemn,' a drastic shift from the earlier excited movements and singing. When the Praise-singer, thought to be channeling the King, asks if he can be heard - Elesin's responses are "*Faintly, my king/friend, faintly.*" The use of 'faintly' suggests that he is distanced from what is going on. He doesn't want to be doing this, he is still 'alive,' and he doesn't wish to join the dead.

The Praise-singer asks to hear "*The dying wish of the father of all,*" to which Elesin responds, "*It is buried like seed-yam in my mind.*" This paints how conflicted he is. What he truly wants is buried deep in his mind, and he has no idea what he desires. He is completely torn. Despite this, and the Praise-singer/"King" almost testing him with "if you cannot come," Elesin keeps it up: "*Elesin's message will be read only when his loyal heart no longer beats.*" However, even his words of assurance hide his underlying truer feelings: "*A dog does not outrun the hand that feeds it meat. A horse that throws its rider slows down to a stop.*" just as Elesin cannot outrun his duty. He is tied to it, and he cannot abandon it. He says this to show his loyalty (especially with the use of 'dog'), but he means it as a way to ask for freedom.

Now the Praise-singer shows his own doubts in Elesin, with *"And yet this fear will not depart from me. The darkness of this new abode is deep - will your human eyes suffice?"* This brings to the surface the idea of Elesin's own fear through the eyes of the Praise-singer/"King." If Elesin acts on his impulses and backs out, it will leave the king in the eternal darkness that the Yoruban people believe in. This could be seen as lowkey manipulation on the praise-singer's part, if in a certain light. Elesin's responses are drowsy and entranced, as if he's not really there anymore. He says, *"I have freed myself of earth and now its getting dark. Strange voices guide my feet."* This is odd in the context. The darkness is not the goal here: Taking the king out of the darkness is, so Elesin's approach to darkness foreshadows how this will go wrong. Especially since he refers to the voices as 'strange,' rather than with a word with positive connotations.

From this point onward, Elesin does not speak. The Praise-singer and Iyaloja do the talking for him, as he slows down more and more. Their take over is a perfect metaphor for this whole situation... they, and the culture, are in complete control of Elesin's life. Iyaloja's use of "death of death" could be taken literally, however, as Elesin does indeed fail to die. The Praise-singer enters a long monologue to Elesin, talking him through death and luring him toward the other side. Though, one can already tell it's not going quite right - with lines like *"Elesin Oba, can you hear me at all? Your eyelids are glazed like a courtesan's, is it that you see the dark groom and master of life?"* Elesin never answers. That could be thanks to the trance, but alternatively, it is because the answer Elesin would give is not one that his peers would like to hear.

Later in the play, Elesin is captured before his ritual can finish; and during a solemn monologue to his bride, he admits his faults. He states how the prospects of life were tempting him back to the real world. Granted, he does blame colonists and white men for ruining it for him and injecting this doubt into his mind, but he does come to the conclusion that he never wanted to do it. He loved the life he lived, and he did not want to leave it behind.

All-in-all, Elesin's mental battle is exceedingly noticeable in this scene. It is highlighted again later on in the play, but this is the part with the most lines to dig into... namely because it is blatantly said by himself in that last act. Either way, it brings into question what really is more important: Self desires, or one's culture? Elesin never really comes to an answer himself... every situation he is in is forced upon him. This fight is a real one, and an intriguing one.

Area	Defend your winner! Student 1 or Student 2!
Knowledge and understanding of literary texts.	
Appreciation of relevant contexts	
Understanding the style and methods of different literary forms.	
Understanding writers' literary choices and their effects, using appropriate literary terminology.	
Articulating a personal response to texts.	
Developing a structured argument in response to a task.	

Week 9 Overview: 10/7-10/11

Your tasks have little checkable circles instead of bullet points so you can check them off when you have them completed.

Be sure to read the directions in their entirety so you don't miss any steps or tasks. 😊

The expectation is that you work on these in order and that they are completed by the end of the week. The bell ringer should be daily and should only last about 7 minutes each day.

Your tasks for the week:

- **Bell Ringer: Thesis Statement Evaluation**
 - Monday-Thursday you will be asked to review, evaluate, and annotate sample thesis statements.
 - Friday you will be asked to write a reflection.

- **Activity 1: Plan Your Very First 2 Essays!**
 - You will be asked to plan 2 different essays using the story "Marigolds" - which you annotated during weeks 5-7.
 - You will organize your essays by form, structure, and language. Each one will be a body paragraph.
 - You will need to use the vocabulary you sorted in week 7.

- **Activity 2: Write Your First Essay!**
 - You will need to decide which planning from Activity 1 you want to turn into an essay!
 - Write the essay!

- **Activity 3: Reflect on Your Essay**
 - After writing your essay, decide which grade range it lives in
For each category in the Grade Description handout
Found on _____.

Hear the week explained by me:



<https://tinyurl.com/aicelitweek9>

Don't forget, if you struggle with any of the skills, you have help options:

1. Watch some of the videos on reference handout _____
2. Ask your peers (especially those who took AICE Lit previous years)
3. Attend the NHS tutoring (most of these kids have taken AICE Lit)
4. Try your best 😊

Directions: Each day has a series of thesis statements. These were written by students so be nice. Follow the 3 steps for each day:

1. Highlight or circle where the thesis statements address the theme.
2. Rank the thesis statements on a scale from 1-5. 1 is the weakest and 5 is the strongest.
3. After you rank, next to the one you said is a 5, explain WHY it is strongest!

Monday

In "The Nightengale", Hannah created a character who found strength and comfort in memories because of their separation from the present world in order to emphasize the safety one's mind provides in the face of current pain.

The author presents the narrator's melancholic feelings toward her memories through the hopeless and pessimistic tone developed in the excerpt in order to portray the enduring pain that comes with loss.

The author of "The Nightengale" presents the narrator's feelings of pain and regret regarding her memories through euphemisms of death to portray how war can lead to stress and escapism with those affected by it. The authors uses this to argue that war is unnecessary and harmful to the families involved in or subjected to carnage.

Kristen Hannah shows the somber feeling's of the narrator through her repetition of gloomy diction in order to reveal to the readers the loss of innocence that the narrator has faced through experiencing war.

Hannah highlights her gloominess towards the past memories by using repetition of the word "lost" in order to show the reader the characterization that comes from losing hope and love.

Tuesday

The narrator is indicated have a strong lack of trust and is beginning to lose hope, showing the reader the poor treatment in which is being received.

Greyson presents the narrator as unpredictable and pessimistic for her future in order to portray how detrimental isolation can be to one and how this seclusion can force an individual to lose all hope.

In this excerpt of "The Girl Who Lived" by Christopher Greyson, Faith is presented as a defiant, yet vulnerable young girl who is both physically and mentally entrapped in order to reveal the damaging effects of being misunderstood.

In the second excerpt, the narrator is presented as a impulsive teenage girl feeling trapped within a society who doesn't take her seriously in order to demonstrate to her readers the development of a character who is more resilient and adamant about her opinion.

The author presents the narrator as self deprecating by using dialogue and language to illustrate how she sees herself as a failure in order to show the mental struggles of self entrapment.

Wednesday

Janie's relationship with her neighbors is illustrated as aggressive and unloving which is presented through the repetitive use of questions and dashes in the excerpt in order to establish higher class women's influential role in society.

The author presents the strained relationship between Janie and her neighbors through malicious and condescending dialogue in order to show the tensions of racial and economic status between women in the 1920's the present the audience with a sense on sympathy and a deeper understanding of women's lives in this time period.

The author presents the relationship that her neighbors and her share as tense and repelling as they struggle to face each other face to face which creates a level of confidence through her actions as she leaves unbothered from her neighbors

The author presents the neighbor's jealous-filled relationship with Jaine because she is more fortunate in terms of her income and appearance than the others. This demonstrates to the reader the envy and rage that can be caused due to an unfair advantage that Jaine possesses.

The envious, strained relationship between the characters is presented through the neighbor's blunt dialogue in order to showcase how one's fragile pride can lead to the division of people.

Thursday

Mateo's evasive attitude towards death is portrayed through the speaker's tone of uncertainty in order to display the complex emotions of anxiety that come with facing the unknown.

Mateo's anxious and fearful relationship with death is presented through his hesitation to accept it and attempt to ignore it when he receives the call in order to show the tensions brought on by death to allow the reader to share the sense of anxiety with him.

The author portrays the relationship between Mateo and death as a fearful relationship through the mentioning of Mateo shaking and worrying to inform the readers that life is short and that they should live it up to its fullest

Mateo is portrayed as afraid of death, which is shown by his constant thoughts about what he has still yet to do which is demonstrating to the reader the fact that it is never known if tomorrow will be seen, and people should live in the moment.

The author presents Mateo in a state of denial through the anxiety he faces with acknowledging his death, which is portrayed as repelling in order to develop the appreciation of the few moments he has left

Friday: List and explain 3 things you learned about writing thesis statements while reviewing all these.

Week 9: 10/7-10/11

Activity 1

Directions: Plan 2 essays! Use the chart below for your planning! Every box needs writing! There are sample plannings using this chart on the back board labeled "Proud Teacher Moments" (hopefully they are still there...)

You need to plan both essays! 😊 Use the story "Marigolds" for your evidence. Use the entire story.

In your planning, be sure to highlight where you are using the vocabulary from week 7. You need to include at least 2 vocabulary words from each category: form, structure, and language.

Prompt for essay: Comment closely on the presentation of the narrator throughout the story.

- Tips: This prompt wants you to explain what readers learn about the narrator. Is she naïve? Did she lose her innocence? Is she actually the villain? Victim? Etc. Choose your path.

Introduction: Actually write your introduction. Aim for 60-100 words.

Claims:	Specific example from the poem! Be as specific as possible! I want at least 2 quotes per claim!	Analysis w purpose words- Address HOW this scene proves your claim and why it's important. Also, remember the characters are fake-but the author is very real and is puppeteering those characters- why?	Explain how you will connect this paragraph to your thesis!
Form Claim:			
Structure Claim:			

Language Claim:			
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Conclusion: Actually write the conclusion and include a THEMATIC STATEMENT in it! Use your list of common themes to help you! Aim for 60-80 words. You could evaluate the story, connect it to theme, connect it to the world, etc.

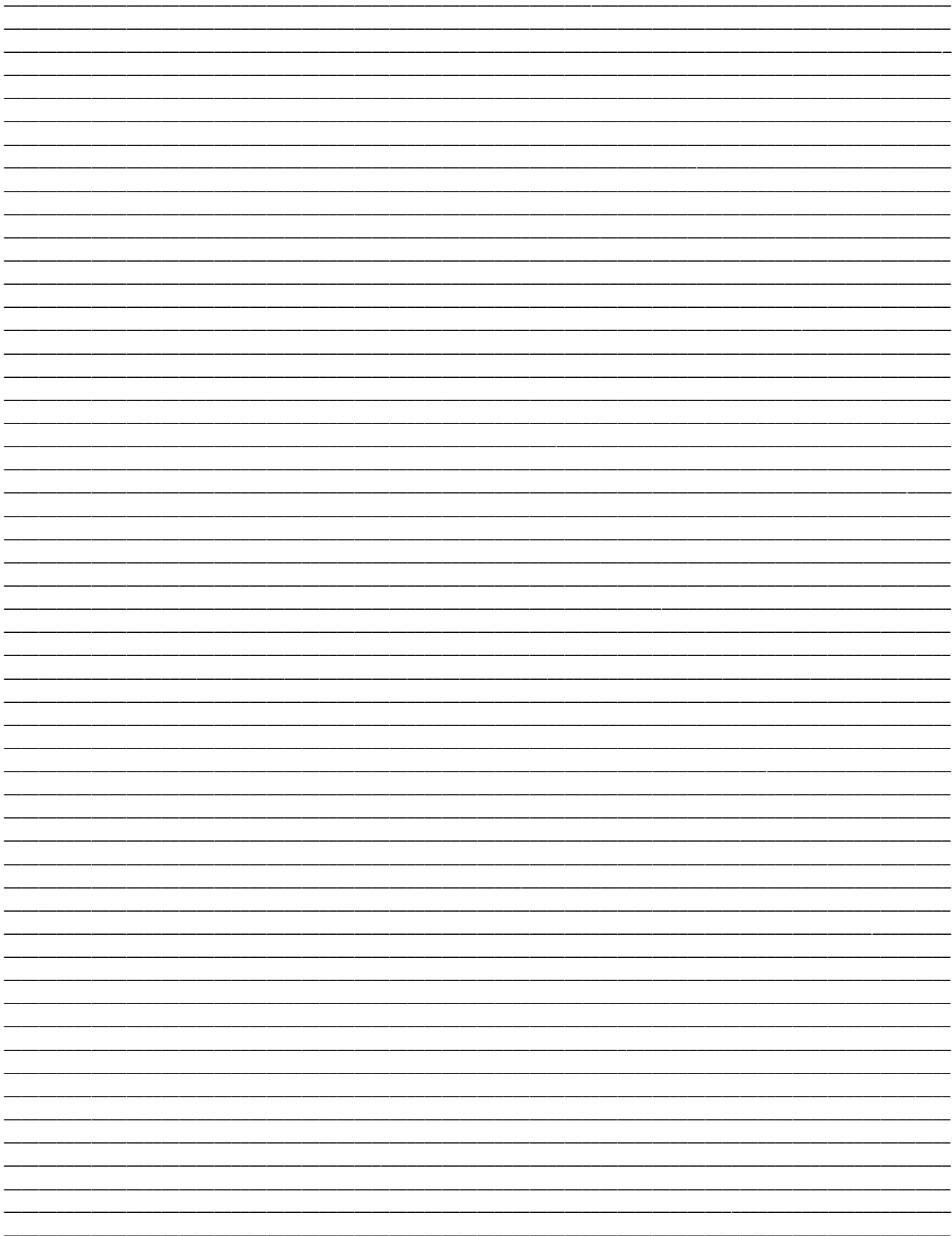
Prompt for essay 2: Analyze the significance of the Marigolds throughout the following story.

- Tips: This prompt wants you to explain how the flowers are used as a symbol. Once you decide their significance, explain how the form, structure, and language develop that significance. 😊 I like this prompt. Do a good job.

Introduction: Actually write your introduction. Aim for 60-100 words.

Claims:	Specific example from the poem! Be as specific as possible! I want at least 2 quotes per claim!	Analysis w purpose words- Address HOW this scene proves your claim and why it's important. Also, remember the characters are fake-but the author is very real and is puppeteering those characters- why?	Explain how you will connect this paragraph to your thesis!
Form Claim:			

Structure Claim:			
Language Claim:			
Conclusion: Actually write the conclusion and include a THEMATIC STATEMENT in it! Use your list of common themes to help you! Aim for 60-80 words. You could evaluate the story, connect it to theme, connect it to the world, etc.			



Lined writing area with 30 horizontal lines.

Total word count:

Week 9: 10/7-10/11

Activity 3

Directions: After writing your essay, reflect! Decide which letter grade your essay might earn for each category. Be sure to defend your response. This reflection does not equal the grade you will earn- it is simply for reflection. Your grade will be based on thoroughness of the reflection. Use your handout _____.

Area	Defend what letter you think you would earn. 😊 Be honest and be thorough.
Knowledge and understanding of literary texts.	
Appreciation of relevant contexts	
Understanding the style and methods of different literary forms.	
Understanding writers' literary choices and their effects, using appropriate literary terminology.	
Articulating a personal response to texts.	
Developing a structured argument in response to a task.	

