

Q1 Directions

1. Identify which year's prompt you are engaging.
2. What is the speaker like, and does the speaker learn or grow?
3. What is the speaker's primary conflict, and is this conflict resolved?
4. Is there any evidence of humor or irony? If so, circle the phrases that help establish this. Note: there may be none.
5. If the poem can be chunked into two portions, draw a line to indicate the break.
6. Underline three important words or phrases that could be analyzed for connotation.
7. What tone do these words or phrases establish? Draw an arrow from the underlined words or phrases and then label the tone.
8. If you were going to write this essay, your conclusion would need to engage some big idea about author's purpose. This could be the nature of a character/the speaker, the nature of the conflict, mood, or (if you have enough information) theme/argument. Choose one of these and write a one sentence version that convinces me that you know what you're talking about.
9. Write a thesis and outline for this prompt. Your thesis cannot use the exact words of the prompt, and you must use one of the structures on the back page of this assignment.

Q2 Directions

1. Identify which year's prompt you are engaging.
2. Who is/are the important character/characters in the passage? What is/are he/she/they like?
3. What is primary conflict?
4. Is there any evidence of humor or irony? If so, circle the passages that help establish this. Note: there may be none.
5. If the poem can be chunked into two portions, draw a line to indicate the break.
6. Underline three important words or phrases that could be analyzed for connotation.
7. What tone do these words or phrases establish? Draw an arrow from the underlined words or phrases and then label the tone.
8. If you were going to write this essay, your conclusion would need to engage some big idea about author's purpose. This could be the nature of a character/the speaker, the nature of the conflict, mood, or (if you have enough information) theme/argument. Choose one of these and write a one sentence version that convinces me that you know what you're talking about.
9. Write a thesis and outline for this prompt. Your thesis cannot use the exact words of the prompt, and you must use one of the structures on the back page of this assignment.

Q3 Directions

1. Identify which year's prompt you are engaging.
2. What major work that you've read this year are you using?
3. How are you narrowing the question to one character, one conflict, or one turning point in the novel?
4. What theme in the novel or play are you engaging? How does your narrowed approach help to understand this theme? This should be no more than two sentences.
5. Write a thesis and outline for this prompt. Your thesis cannot use the exact words of the prompt, and you must use one of the structures on the back page of this assignment.
6. Given this structure, identify one specific episode per body paragraph that you could paraphrase to use as your example.

Structures for Essay Plans

First Part/Second Part (for Q1 or Q2 essays) or Before/After (for Q3 essays)

- I. Intro and thesis
- II. Up until X moment, Y is true (Y=an interpretation, not an event)
- III. After X moment, Z is true (Z=an interpretation, not an event)
- IV. Change shows something important in the text (from thesis)

Contrast

- I. Intro and thesis
- II. Concept X
- III. Contrasts with Concept Y
- IV. Difference/Preference for X or Y shows something important in the text (from thesis)

Cause/Effect

- I. Intro and thesis
- II. X is true (in terms of characterization, apparent meaning, literary strategy)
- III. X causes Y (in terms of characterization, apparent meaning, literary strategy)
- IV. Y shows something important in the text (from thesis)

Idea/Qualification, Idea/Seeming Contradiction, or Expectation/Reality (These are all just variants of the same basic structure.)

- I. Intro and thesis
- II. Idea/Expectation/Appearance
- III. Idea/Expectation/Appearance is qualified/contradicted/reversed
- IV. The gap between the two shows something important in the text (from thesis)

Grading

A = Do this for 10 essays; at least 3 must be Q3

A- = Do this for 8 essays; at least 3 must be Q3

B = Do this for 6 essays; at least 3 must be Q3

C = Do this for 4 essays; (one of each type and one additional essay)

D- = Do this for 3 essays (one of each type)

Due Date

This assignment is due any time before May 7. **After May 7, the highest grade this activity can receive is a 50, as you can only earn half credit.**