

APE Lit. & Comp. Class Activities and Assignments Weeks 19 & 20 (January 4-14, 2016)

Monday, January 4, 2016: Students entered class and took notes over a review of "AP English Literature and Composition: Semester II by the Numbers" in their bell work booklets. Students then began the first lesson in the *Interpreting Poetry* book (there is only a class set of these books, so they must remain in the room). There was no homework assigned for this evening for Davis Squad AP English students.

Tuesday, January 5, 2016: Students continued their study of "Introduction to Poetry" from the *Interpreting Poetry* book, recording their work in their bell work booklets. Students received a copy of "Five O' Clock Shadow" by Sir John Betjeman and the teacher read through the poem, discussing the meaning of British expressions used in it. Students are to create 15 questions about the poem after reading through it a few more times. The comprehension-check questions are due at the start of class tomorrow.

Wednesday, January 6, 2016: Students entered class and showed their "Five O'Clock Shadow" questions to their teacher for credit. Students then worked on identifying figurative language and other poetic devices in the poem as indicators of theme. A class discussion followed. Students received copies of "The Sound of Night" and are to write up to 15 questions, and annotate for devices as indicators of theme. This work will be due at the start of class tomorrow.

Thursday, January 7, 2016: Students turned in their work over "The Sound of Night" and discussed thematic interpretations of the poem. Students completed a new round of multiple-choice practice, and received a new poem to write comprehension-check questions about and annotate for deeper interpretation. That work is due at the start of class tomorrow.

Friday, January 8, 2016: Students reviewed the previous day's multiple-choice practice poem and questions. Students then read Keats' "Ode on Melancholy." As homework, students (except first period students) are to formulate at least 15 comprehension-check questions over the poem. The questions will be checked in class on Monday.

Monday, January 11, 2016: Students entered class and worked on more questions over "Ode on Melancholy." Students then re-visited the concept of annotation by comparing their notes to the teacher's. Students read a critical analysis essay on the poem, and left class with instructions to read John Updike's "Mosquito," annotate the poem, and answer the questions at the bottom of the page. Students are also to attempt a completion of the thesis blueprint at the very bottom of the page. All "Mosquito" work is due at the start of class tomorrow.

Tuesday, January 12, 2016: Students entered class and turned in their work on the "Mosquito" poem. Students then turned their attention to "The Good Morrow" by John Donne. As homework, students are to read through the poem numerous times, compose a reader-response journal entry, and answer all questions that were provided with the poem. That work will be due at the start of class tomorrow.

Wednesday, January 13, 2016: Students received graded work over "The Sound of Night" and "Mosquito" and picked up a copy of a student-written analysis of "The Good Morrow." As a class, the teacher and student read and discussed the student response as well as other aspects of the poem. As homework, students are to write an introduction and 2-block paragraph over a device of their choosing (anything but rhyme or sound devices) in the "Mosquito" poem. The writing is to follow the assigned introduction and 2-block paragraph structure and is due at the start of class tomorrow.

Thursday, January 14, 2016: Students copied a sample 2-block paragraph over sound devices and turned in their 2-block paragraphs over "Mosquito." Students then began reading and completing margin notes over "The Rime of the Ancient Mariner." Completion of all margin notes is optional but will help prepare students for a short quiz over the long poem that will be given at the start of class Tuesday. Students should complete the reading of the poem by that time.