

AP Literature Plan for 9.14 to 9.18

Monday, 9.14

- Look over your brainstorming of identities, qualities, and stories from last week. Choose one story that you would like to add to your personal essay.
- Time yourself for 15 minutes as you “Explode this Moment”: Start with the sentence “I am ___ years old. I am standing/sitting _____ (give your physical location). Then proceed to tell the story, IN THE PRESENT TENSE, using as much action, dialogue, and vivid imagery (appeals to sight, sound, taste, touch and smell) as you can to bring this moment to life.
- When your 15 minutes is up, choose another story from your brainstorm and start the process again.
- Look back over your two “Exploded Moments” and highlight material (especially action, dialogue and imagery) that you would like to work into your personal essay. Take a picture of all the work you’ve done today and upload it to Teams Assignments “Explode a Moment” assignment.

Tuesday, 9.15

- Today we’ll be discussion the stories told by Mooshum in the novel *The Round House* (179-183, 184-187, and 213-215). These stories differ from the others told by characters like Linda, Geraldine etc. and it is more complex to understand the ways the author wants readers to connect these stories to the main narrative of Joe’s. We will spend the first 15 minutes of class REREADING these pages to remind ourselves of details and see what 20/20 hindsight reveals about the text.
- To explore, rather than ignore, the complexities of this text, we’ll consider the following questions in class discussion: How would you describe Mooshum as a character and a also as a narrator? What is the effect of Mooshem’s narrating in the first person collective (we, our, us)? How should readers understand the stories given that they come from Mooshum’s dreams? What connections can readers draw between the story of Akii and Nanapush and Joe’s story? How do the stories differ? How does understanding the concept of a wiindigoo deepen our understanding of Joe's story? What should readers make of the fact that in Akii’s story, the men falsely accuse her if being a wiindigoo? What inferences can we draw from this story of Akii and Nanapush about how Erdrich wants us to understand about the Ojibwe culture, traditions, and system of justice?
- B-Day/DLI students, Go to [Perusall](#), General Discussion, “Discussion of Mooshem’s stories” and write your own response to one of the questions above (using textual evidence to support your answer). Then respond to ONE of your peers’ comments (tag the person you’re responding to with @name).

Wednesday, 9.16

- Today you will be doing a [Flipgrid](#) scavenger hunt to get to know more about the literary histories of your classmates. Open the Literary Biography Scavenger Hunt in Teams Assignments, then watch as many of your classmates' flipgrid videos as you need to to answer all of the questions on the hunt! When you're done, submit your answers through the Teams Assignment: Literary Biography Scavenger Hunt on Flipgrid.

Thursday, 9.17

- While SHOWING rather than telling is an important way to liven up your personal essay, sometimes it's vital to also say, very directly, what you mean. Choose a story that you've told, either in your first draft, or in your brainstorming process and reread it.
- Now time yourself for 10 minutes as you write about that story. Reflect on the meaning of this story to you and your identity: What do you think it shows about you? How do you feel about this moment now? What has changed in you since the moment described in this story? How would you respond/ behave if you encountered this same situation today?
- Some reflection is essential to a personal essay. It can come in the very last paragraph, or be dispersed more evenly throughout, but I would suggest a ratio of about 80% story and 20% reflection so that the essay is mostly active story but has just enough reflection to ensure that readers take away the message you want them to take away. Read through your free write reflection and highlight any phrases or ideas that you think are necessary to include in your essay. **Then take a picture of this free-write and upload it to Teams Assignments "Reflection Free Write."**

Friday, 9.18

- **B-Day students:** Today the counselors will get you registered for the ACT!
- **A-Day students,** you will register for the ACT in class on Monday. **TODAY, you will do a Fiction Prose Analysis Timed Write on an excerpt from *The Round House*.** You will find this assignment in Teams Assignments. You get 40 minutes. Please do not look at the prompt until you've started the timer. Remember, you will get 20 participation points simply for giving it your best effort, and I will give you an AP style score, but your score won't affect your grade. **(B-Day students, you'll do yours Monday, so something to look forward to over the weekend!)**
- **DLI Students:** your counselors will contact you about registering for the ACT. You must do the Timed Write either today (Friday) or Monday, 9/21. It is due by Monday 9/21 at 11:59 pm; remember not to look at the prompt until you start the timer—if you have time to think about it we won't get an accurate assessment of how you think on your feet!