**AP Literature and Composition**

Mr. Womack

For today!

**1. Read the following two poems.**

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| **“The Red Wheelbarrow”**  by William Carlos Williams [1883-1963]  so much depends  upon  a red wheel  barrow  glazed with rain  water  beside the white  chickens | **“Crumbling is not an instant’s Act”**  by Emily Dickinson [1830-1886]  Crumbling is not an instant’s Act,  A fundamental pause  Dilapidation’s processes  Are organized Decays.  ‘Tis first a Cobweb on the Soul,  A Cuticle of Dust,  A Border in the Axis,  An Elemental Rust –    Ruin is formal – Devil’s work,  Consecutive and slow –  Fail in an instant, no man did  Slipping – is Crash’s law. |

**2. Conduct a three step Close Read for each poem:**

Read #1 = Read for connects to the title. Highlight words and phrases that show connection to the title, and add annotations that reflect the connection between what you have highlighted and what you believe to be the meaning/significance of the title.

Read #2 = Read for structure – why is the poem put together the way it is? This gets at form, syntax, line breaks, etc. What meaning can you find with regard to the poem’s structure? Highlight and add annotation that reflects your understanding and interpretation of the author’s structural choices.

Read #3 = Read for theme, highlighting words and phrases that contribute to the message being sent in the poem, and add annotations that reflect the connection between what you have highlighted and what you believe the theme to be.

**3. Write a synthesis Think Piece, beginning with a claim that touches on one central idea.**

In your Think Piece you should synthesize your thinking on the overarching themes in the poems rather than summarize and report out on those themes. As you write, you should ground your wonderings, questions, tensions, etc. in the poem you read. You may quote words/lines that stand out to you, raise questions for you, or are confusing. You should use a variety of reading and responding strategies, including making personal connections, questioning ideas, critiquing the poets, comparing ideas presented to ideas from other authors, and responding to quotations. You should grapple with the text, its ideas, and what this all means to you as an evolving reader.

At the end of your think piece, you should:

1. Pose ONE question you are grappling with about the concepts presented in your piece. This should be a deep, thoughtful question with which you are genuinely grappling and seeking an answer. This should be a question that will provoke discussion and deeper exploration of ideas. You do need to jot down your answer to the question.
2. You should also note the message the author is sending and pose a question that gets at a different perspective/message than the one you believe is being sent. Argue that a different message could be sent, ideally the opposite view than the one you discovered in the third round of the close read.

Think Pieces should be 250-300 words in length, and you will include the word length at the end of each entry.

Have fun with this! I look forward to hearing what you come up with.