

AP Lit & Comp

10/20 - 10/21 '16

1. Housekeeping items
2. Allusion of the day #2
3. Finish sharing out quotes from the letters
4. Small groups: “The Rime of the Ancient Mariner”
5. For next class...

Housekeeping Items

- 13/18 (M1) / 19/25 (G3) of you have submitted your college application essays to Turnitin.com. **I will NOT grade your essay, unless it's submitted.** Some of you also haven't submitted it to Classroom. **Make sure you do this and that you email me to let me know.**
- I don't have an essay AT ALL from a few of you. This is problematic, as it is worth 120 points in a 35% weighted category of your grade – a difficult-to-recover-from hit to your grade
- Keep in mind 99% of college profs don't take late work EVER – unless you are hospitalized or have a death in the family, both of which will require official documentation.
- If you're turning the essay in late, I MUST have it (and so must turnitin.com) NO LATER than Mon 10/24.
- **Late essays will count as your ONE late extension for the semester. None will be accepted after midnight Mon 10/24.**

HERE'S AN ALBATROSS...



Allusion of the day #2 - Albatross

- **Albatross** – The word albatross is sometimes used metaphorically to mean a psychological burden that feels like a curse.
- After reading the poem, you now realize this is a direct allusion to **“The Rime of the Ancient Mariner (1798)** which in part inspired Mary Shelley’s *Frankenstein*.
- In the poem, an albatross starts to follow a ship – being followed by an albatross was generally considered an omen of good luck. However, the mariner shoots the albatross with a crossbow, which is regarded as an act that will curse the ship (which indeed suffers terrible mishaps). To punish him, his companions induce him to wear the dead albatross around his neck indefinitely (until they all die from the curse). Thus, the albatross can be **both** an omen of good or bad luck, as well as a metaphor for a burden to be carried as a penance.
- An **“albatross around one’s neck”** means a burden which some unfortunate person has to carry.

Focus on Walton's letters

- Take a few minutes to look back at the quotes you chose from Letters 2-4.
- Be prepared to share them in a moment: You should also be able to speak about:
 - the context of the quote (what's going on in the story at that time?)
 - WHY you chose this quote. What important clues does it provide about the story?
 - How does the quote show us Walton's character?
 - In letter 4, what insights do we glean about Victor's character?
 - What elements of Romanticism do you see at play?
- Finally, what are your thoughts about Shelley's writing so far? What are three words you'd use to describe it?

Just for fun...



Seriously, why this poem?

- This poem was one of the inspirations for Shelley to write the novel. In fact, she even borrowed lines from the poem and incorporated them within her story.
- **Samuel Taylor Coleridge** (1772 - 1834)
- English lyrical poet, critic, and philosopher, whose *Lyrical Ballads*, written with William Wordsworth, started the English Romantic movement.
- Remember, *Frankenstein* is considered a [quintessential example](#) of Romanticism in novel form.
- Although Coleridge's poetic achievement was small in quantity, he's earned a reputation as an authentic visionary.



Here's what you're gonna do...

- In assigned small groups, you're going to tackle a section of "The Rime of the Ancient Mariner."
- I will give you an instruction sheet in just a moment which details what your group will focus on for your section of the poem.
- In about 25 minutes, you'll need to be ready to teach your section to the class. If you'd like to use slides or a Prezi, etc. as a visual aid, you may. However, you can also just talk us through the poem. **Make sure everyone in your group has something to say.**

- **Part I: Nicole, Jake, Enrique,**

Part VII: Ms. Hausmann

- **Part II: Trent and DaeLynn**

- **Part III: Andy, Garrett, Livi**

- **Part IV: Rylan and Emily**

- **Part V: Cole, Richard, Blake**

- **Part VI: Shelby and Brad**

Here's what you're gonna do...

- In assigned small groups, you're going to tackle a section of "The Rime of the Ancient Mariner."
 - I'll give you an instruction sheet in just a moment which details what your group will focus on for **your section of the poem.**
 - In about 25-30 minutes, you'll need to be ready to teach your section to the class. If you'd like to use slides or a Prezi, etc. as a visual aid, you may. However, you can also just talk us through the poem. Pretend that you're experts on your section and are teaching it to us. **Make sure everyone in your group has something to say.**
-
- | | |
|---------------------------------------|------------------------------------|
| • Part I: Emma, Dahlia, Lauren | Part VI: Riley, Luke, Matt, Tansee |
| • Part II: Jenna, Heather, Patrick | Part VII: Sam, Colton, Reilly |
| • Part III: Morgan, McKenna, Kamille | |
| • Part IV: Sasha, Tayah, Ethan, Cale | |
| • Part V: Kirsten, Lily, Will, Taylor | |

For next class...

- Read Ernest Hemingway's story "Hills Like White Elephants"
- As you read, try to figure out what the TRUTH is in the scenario he's writing about.
- Remember that chapters 1-6 of *Frankenstein* are due next Weds 10/26 (M) / Thurs 10/27 (G)