



## VIDEO 1

### HOW A CHARACTER'S CHANGE OR LACK OF CHANGE AFFECT INTERPRETATION

Review:

Character **choice** impacts the plot (Unit 3 1.B Video 1)

Relationships between **internal and external choices** affect a character (Unit 3 1.B Video 2)

Character changes can be in **response to conflicting values** (Unit 7 1.B Video 1)

Changes in a character's **circumstances may lead to changes** in the character (Unit 7 1.B Video 2)

Changes can be **gradual or sudden (epiphany)** (Unit 7 1.B Video 3)

### THINK OF OVERALL MEANING (THEME) AS CREATED BY CHANGES/LACK OF CHANGES IN CHARACTERS.

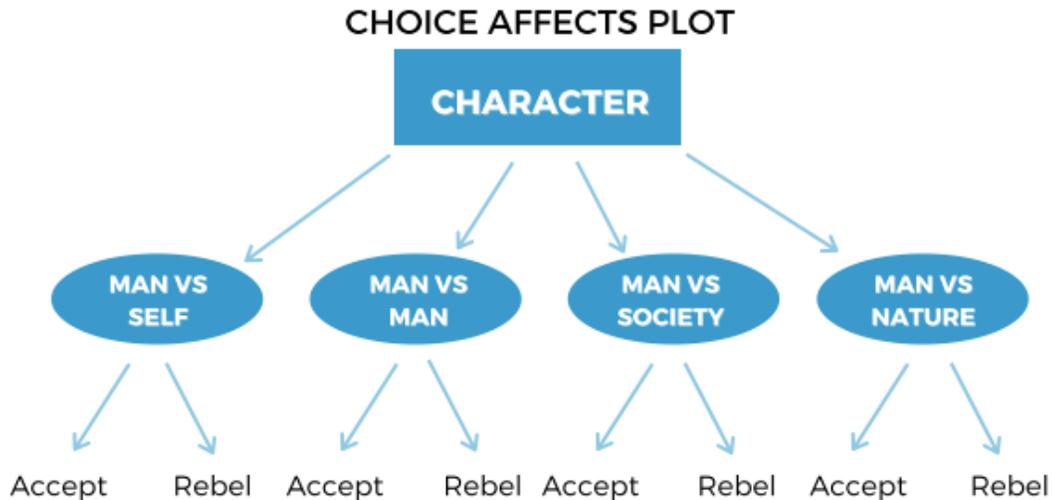
2013 released literary argument prompt

A bildungsroman, or coming-of-age novel, recounts the **psychological or moral development** of its protagonist from youth to maturity, when this **character recognizes his or her place in the world**. Select a **single pivotal moment** in the psychological or moral development of the protagonist of a bildungsroman. Then write a well-organized essay that analyzes **how that single moment shapes the meaning of the work as a whole**.

Key phrases tell us we must think about changes and an epiphany (realization) of a character

The final phrase tells us that we have to analyze HOW that moment leads to the meaning of the work as a whole.

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### Overall meaning informed by how a character does or does not change

Changes or lack of change can be caused by **motivation**.

Character changes or lack of change can be caused by **conflict**.

Changes in characters can manifest themselves **physically, emotionally, or psychologically**.

Changes in characters are often noted in **major scenes**.

Changes in characters give insight into a **central or controlling idea**.

For our 2013 sample prompt, we have to think of a novel or play where a protagonist moves from youth to maturity and how a pivotal moment will eventually lead us to theme. That will be the basis of our line of reasoning.



### How characters change in response to conflicting values

A character might change because of a change in **circumstances**.

**Circumstances** might change **drastically** or **subtly**, or **quickly** or **slowly**.

**Characters** might also change **drastically** or **subtly**, or **quickly** or **slowly**.

The ways characters **change** are **revealed** through their

perspectives and motives  
relationships  
choices, actions, and speech

How characters experience realization:

Characters can change suddenly as the result of an **epiphany**, or moment of realization.

Epiphanies allow characters to **see things differently**, and they often highlight central conflicts in a narrative.

A character's **response to an epiphany** can affect the narrative's plot.

For our example prompt, what was the character like before and after the "pivotal moment"? Use the reasons to help you answer this.

For our prompt example, how did the character's response to the pivotal moment lead to the theme?



Bringing it all together:

Think of a bildungsroman.

What was the pivotal moment which ultimately leads to the character's maturity?

Think about the character's conflicts, values, and choices and how they lead to change.

What was the character like before the pivotal moment and after it?

How did the character learn his/her "place in the world" as our prompt asks?

What lesson does the character learn as a result of the "pivotal moment" about him/herself and about the world?

How does that lesson apply to us and others—what is the universal lesson learned?

**For our prompt example, how did the character's response to the pivotal moment lead to the theme?**

**What is the lesson that the character learns, and how can that be stated as a universal truth (not as one word)? That statement will be your overall meaning or theme.**



## VIDEO 1

Many works of literature contain a character who **intentionally deceives** others. The character's dishonesty may be intended to either **help or to hurt**. Such a character, for example, may choose to mislead others for personal safety, to spare someone's feelings, or to carry out a crime.

Choose a novel or play in which a **character deceives** others. Then, in a well-written essay, analyze the **motives for the character's deception** and discuss how the deception contributes to the **meaning of the work as a whole**.

You may choose a work from the list below or another work of comparable literary merit. Do not merely summarize the plot.

Key phrases tell us we must think about the complexity of deception.

We must consider motives for deception—what would drive a character to have conflicting values, actions, or words?

How does the deception—that conflict—lead to the meaning of the work as a whole?

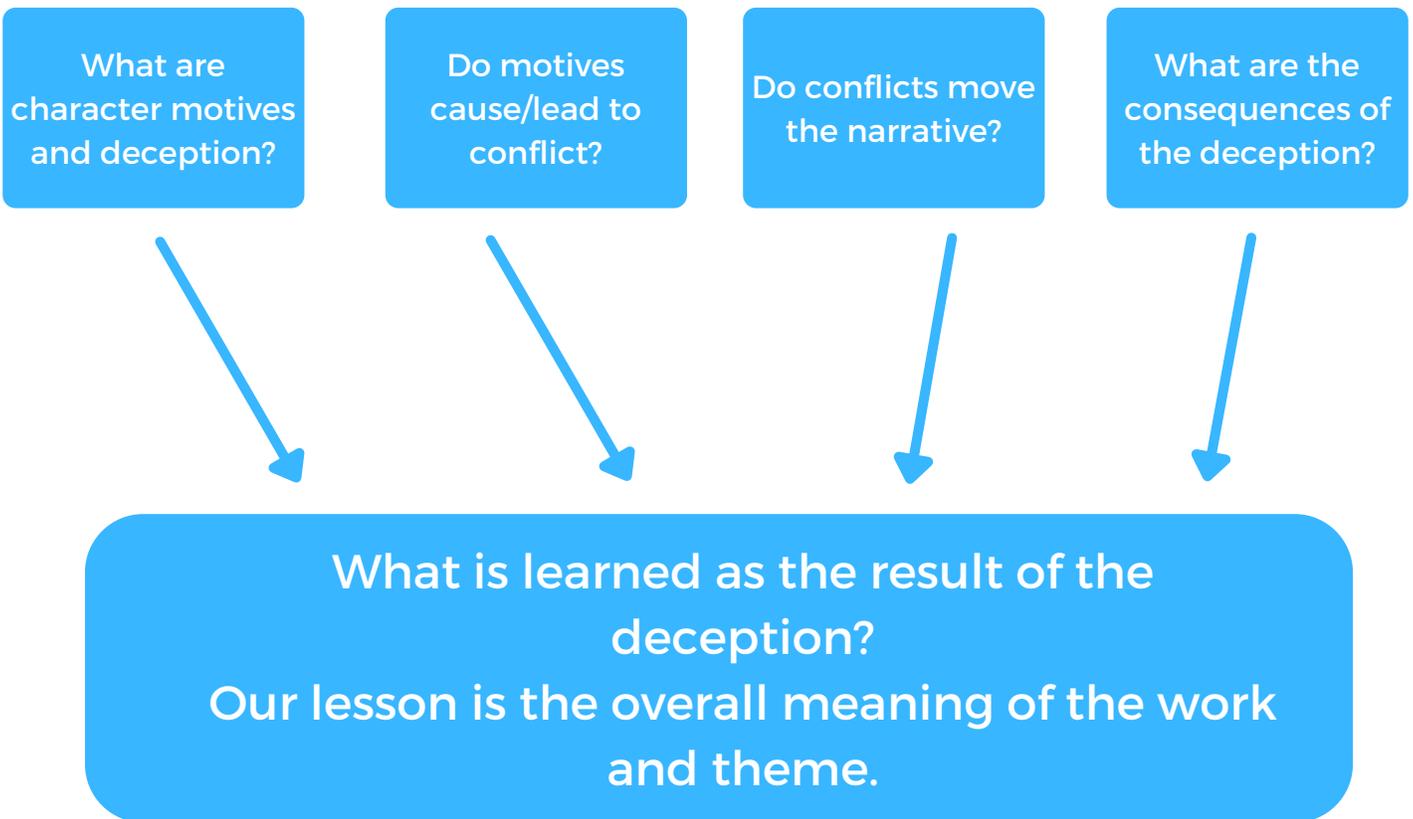
Remember that character **complexity** can be seen through **contradictions**.

Remember that **complex characters** can often find themselves making **inconsistent, competing, or conflicting choices** that call those values and beliefs into question based on varying situations.

These conflicts not only **create suspense**, but they help a character to **evolve or grow**.

The same **conflicts** that draw us in as readers lead us to an **interpretation** of a work.

That **interpretation** of a work is what leads us to **theme**.



Well-written characters, like real people, are complex. **They are messy**, and they have core values, beliefs, and actions that make them seem **realistic and believable**.

However, just like real people, **complex characters** can often find themselves making **inconsistent, competing, or conflicting choices** that call those values and beliefs into question based on varying situations.

It is these **conflicts that draw us in** as readers and keep us guessing as to what the characters will do and how they will evolve throughout the literary work.

It is these **inconsistencies, unexpected developments, and character responses** to the resolution that affect a reader's **interpretation** of a text.



## VIDEO 1

LITERARY ARGUMENT PROMPT (Q3) FROM 2015:

In literary works, **cruelty** often functions as a **crucial motivation** or a **major social or political factor**. Select a novel, play, or epic poem in which acts of cruelty are important to the **theme**.

Then write a well-developed essay analyzing **how cruelty functions in the work as a whole** and **what the cruelty reveals about the perpetrator and/or victim**.

Key phrases let us know we need to focus on cruelty as a motivation or major social or political factor— context

Key phrases let us know we need to focus on how acts of cruelty function in the work as a whole— theme

Key phrases let us know we need to focus on what cruelty reveals about the perpetrator and/or victim

So how do these prompt tasks relate to how significant events show competing values and how those events in a plot collide to create suspense?

Key phrases let us know we need to focus on what **cruelty reveals** about the **perpetrator and/or victim**. If there is a **perpetrator** and a **victim**, then there is **automatically a collision** of values to make us curious about the outcome.

The prompt implies that we need to **generate examples** of these **collisions that create conflict** between the perpetrator and victim.

These **collisions** must directly or indirectly **reveal something** about both the perpetrator and the victim.

The **results** of these **collisions** over the course of the text must **lead to theme**.

# AP DAILY VIDEOS

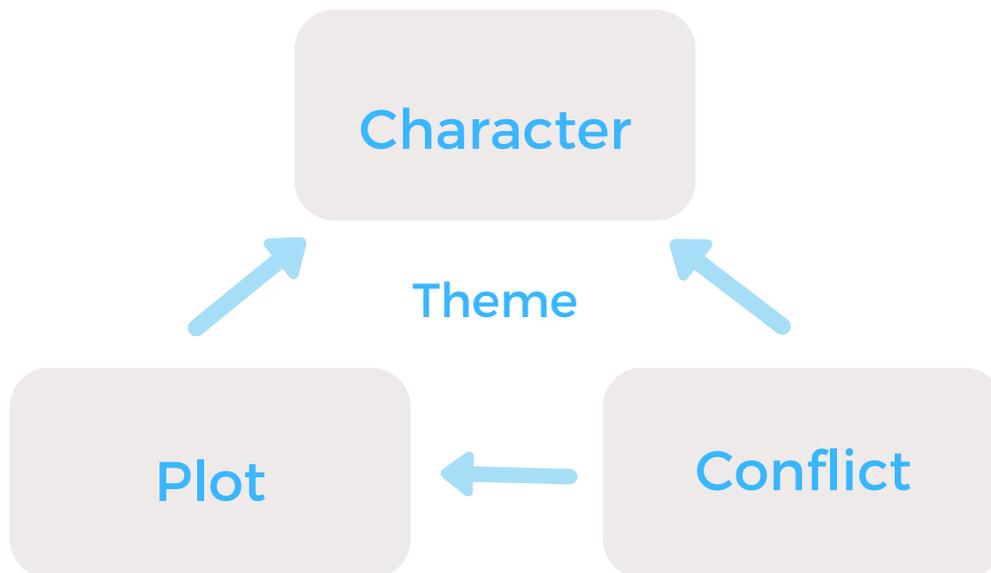


# UNIT 9 SKILL 3.E

Character	Setting	Structure	Narration	Figurative	Literary Argument
Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.	Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.	The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.	A narrator's or speaker's perspective controls the details and emphasizes that affect how readers experience and interpret a text.	Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.	Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
Explain the function of character.	Explain the function of setting.	Explain the function of plot and structure.	Explain the function of the narrator or speaker.	Explain the function of word choice, imagery, and symbols.	Develop textually substantiated arguments about interpretations of part or all of a text.

These help us identify ideas

These show us how to use them for possible topic prompts



How do these competing values collide to create suspense?

What do they reveal about the perpetrator and the victim?

How do these lead to theme?



## VIDEO 1

2006 Form B Released Prompt

In many works of literature, a **physical journey**—the **literal movement** from one place to another—plays a **central role**. Choose a novel, play, or epic poem in which a **physical journey** is an **important element** and discuss how the **journey adds to the meaning of the work as a whole**. You may write your essay on one of the following works or on another of comparable quality. Avoid mere plot summary.

### More than plot summary -

We need to decide how the journey and its events, conflicts, and results lead to a life lesson for the character.

We need to determine if there's an unseen character or preceding event that contributes to the journey or the character's conflicts.

We need to remember that this journey may have unresolved endings that can contribute to our interpretation of the work.

Key phrases tell us we must discuss a literature journey.

Key phrases tell us we must be an important element.

Key phrases tell us the journey must add meaning.



Approach a prompt in terms of how conflicts contribute to an interpretation of a text:

Determine the **function** of internal and external **conflict**.

Determine the **impact of multiple conflicts** on the **primary conflict**.

How might a conflict represent **opposing motivations or values**?

How might a **conflict arise from a contrast**?

Does an **unseen character or preceding action** cause conflict?

What is the **relationship** of a particular conflict to other conflicts?

How does the **resolution or continuation of a conflict** affect a character, plot, narrator, or speaker?

How does a conflict contribute to **meaning in the whole work**?



## **VIDEO 1**

Narrators sometimes change based on experiences they have in the novel.

Today's lesson focuses on Amir who is the protagonist in *The Kite Runner*. The story is told through Amir's first person point of view.

The first sentence of the novel tells us that Amir will undergo change:

"I became what I am today at the age of twelve, on a frigid overcast day in the winter of 1975."



The things Amir deals with in the text - betrayal, redemption, friendship, love, immigration, honor - affect how he tells the story.

**Remember the author who acts as a puppeteer controlling who is telling the story.**

Be active readers considering the narrator, the subjects the narrator addresses, and how the changes in the narrator address how we interpret the text.



## VIDEO 1

### Thesis

What is  
it?

"Thesis statements EXPRESS  
an interpretation of a literary  
text."

"Thesis statements REQUIRE  
defense."

What does it  
look like?

Specific

Defensible

Interpretive

What is it  
NOT?

- We're not asked for a summary...
- We're not asked whether we like it...
- We're not asked to restate the prompt as a sentence...
- We're not asked to make a generalized statement about [the text]."

### Thesis Checklist

Evaluate your own thesis statement:

- Does it express an interpretation (your stance on the issue)?
- Does it require a defense (rather than just stating the obvious)?
- Is it specific (instead of stating a generalization)?
- Does it avoid plot summary?
- Does it avoid providing a critique of the work?
- Does it avoid merely restating the prompt?



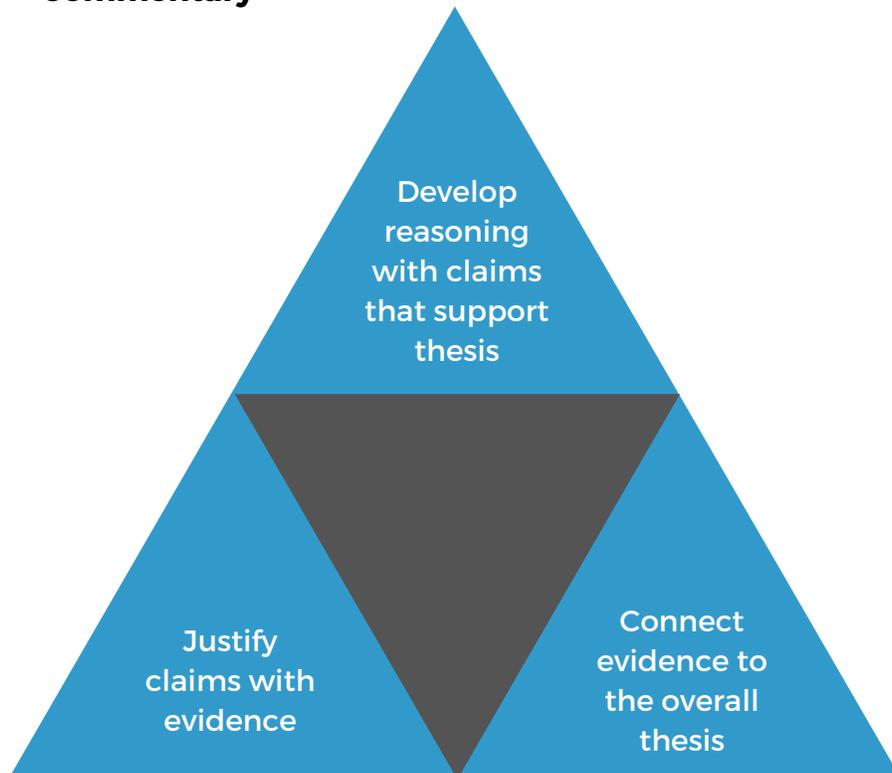
**VIDEO 1**

**Commentary**

Connects textual  
evidence, line of  
reasoning, and  
thesis

Situates  
interpretations  
within broader  
context

**Commentary**

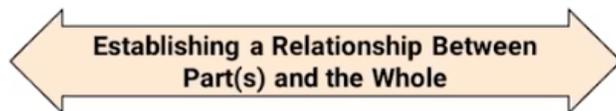




## Commentary

- This is where you interpret the evidence/quotation.
- Use key words from the main argument or topic sentence to show relevance and build coherence.
- Create relationships between argument, ideas/insight, and evidence; signal commentary through transitional words and phrases.

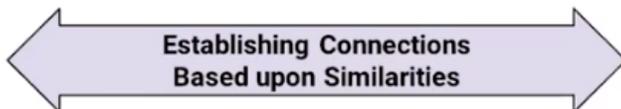
### How do we integrate commentary?



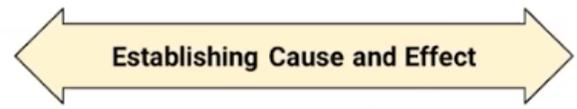
-Additionally      -As a result      -In addition  
-Also                - Furthermore      -Moreover



-Although      -However      -Nevertheless  
-And yet        -In contrast      -Yet



-In similar fashion      -Likewise      -Not only,  
-In the same way        -Similarly        but also



-As a result      -Consequently      -Thus  
-Because            -Therefore



-For example      -For instance      -Primarily



-Indeed              -Clearly              -Unquestionably

**Explain what it means to analyze a text for its broader context:**



## VIDEO 1



"Evidence is like a \_\_\_\_\_, but you're carrying a \_\_\_\_\_."

### Evidence Checklist

Evaluate your own use of evidence:

- Partial direct quotations are included.
- Quotations are embedded into your own sentences.
- The quoting of entire sentences is minimal.
- Evidence directly supports and connects to each paragraph's topic sentence.
- Evidence supports an aspect of the thesis.
- All body paragraphs contain textual evidence.
- Paragraphs include more commentary than evidence.