

Access the passage for Question 2 (page 3), found at the link below:

https://secure-media.collegeboard.org/apc/ap10_frq_eng_lit_formb.pdf

TAG	Exposition from the prompt	C and C	Conquer Answer
<p>T: “Cherry Bomb”</p> <p>A: Maxine Clair</p> <p>G: Short Story</p>	<p>Adult is remembering childhood</p> <p>Memories are from Fifth-grade summer</p>	<p>Command:</p> <p>Analyze... World</p> <p>Conquer Question(s):</p> <p>What is the narrator’s characterization of her memories?</p>	<p>In text:</p> <p>Full of youthful adventures and innocent misunderstandings</p> <p>Universal Ideas:</p> <p>Maturation</p> <p>Comfort</p> <p>Nostalgia</p>

Topic Sentence Stems	Literary Element/Technique/Event	Purpose
<p><i>Chronological Sentence Stem:</i></p> <p>Topic Sentence 1:</p> <p><i>Clair begins by (presenting)</i></p>	<p><i>Quick Summary of Literary Element/Event and Lines Numbers of Textual Evidence:</i></p> <p>1st-person narrator reflecting on two youthful misunderstandings</p>	<p><i>Sentence Ending that Connects to Literary Complexity.</i></p> <p>,which highlights (insert element of complexity from conquer answer):</p> <p><i>The speaker’s immaturity.</i></p>
<p><i>Chronological Sentence Stem:</i></p> <p>Topic Sentence 2:</p> <p><i>Narrator then shifts to...</i></p>	<p><i>Quick Summary of Literary Element/Event and Lines Numbers of Textual Evidence:</i></p> <p>describing an arduous journey to a sentimental treasure</p>	<p><i>Sentence Ending that Connects to Literary Complexity.</i></p> <p>,showcasing (insert element of complexity from conquer answer):</p> <p>her naively adventurous mindset and the process’s symbolic relationship to tracing back memories</p>
<p><i>Chronological Sentence Stem:</i></p> <p>Topic Sentence 3:</p> <p><i>The (author/speaker) concludes by/with...</i></p>	<p><i>Quick Summary of Literary Element/Event and Lines Numbers of Textual Evidence:</i></p> <p>downplaying a dangerous encounter</p>	<p><i>Sentence Ending that Connects to Literary Complexity.</i></p> <p>in order to reveal (insert element of complexity from conquer answer):</p> <p>her blissfully sentimental mindset</p>

Templates:

Thesis Template:

In the ____ (Genre) ____ (Title) ____, ____ (Author's Name) ____ presents¹ ____ (Literary element(s) 2X-4X) ____ in order to ____ (Answer to Conquer (textual understanding), ultimately illustrating that (universal idea) (specific insight about the idea based on the literary elements).

Topic Sentence Stems:

1. (Speaker or Author) begins by (summarize impactful element as seen in text), which highlights (idea that is implied by the text).
2. The (Speaker or Author) then shifts to (summarize impactful element as seen in text) showcasing (idea that is implied by the first shift in text).
3. The (Speaker or Author) then finishes by (summarize impactful element as seen in text) in order to reveal (idea that is implied by the transition in text).

Thesis:

In the excerpt from the story “Cherry Bomb,” Maxine Clair presents two youthful misunderstandings, describes an arduous journey to a sentimental treasure, and downplays a dangerous encounter in order to characterize the narrator’s childhood as a time of blissful and naive adventure, ultimately illustrating that nostalgia brings comfort and joy to a mature mind.²

Topic Sentences:

1. Clair begins by presenting a 1st-person narrator reflecting on two youthful misunderstandings, which highlights the speaker’s immaturity.
2. The narrator then shifts to describing an arduous journey to a sentimental treasure, showcasing her naively adventurous mindset and the process’s symbolic relationship to tracing back memories.
3. The narrator finishes by downplaying a dangerous encounter in order to further reveal her blissfully sentimental mindset.

¹ Feel free to reference other literary verbs from the verb list.

² Originally produced by Sammy O’Connor (Valley Tech class of 2017)

Body Paragraphing Template:

TS (What and Why): (Chronological phrasing), (Author/Narrator/Speaker) (lit element/technique #) in order to (textual understanding).

Textual Evidence (Where): ~~Take, for example, how~~ after (insert context and textual evidence that shows the verb/device from the topic sentence).

Analysis (How): (Mention the language from the text you will focus on) (verb from topic sentence) (answer to the textual understanding also found in the topic sentence) **because** (explain **how** the textual evidence reveals the effect; this is usually done in at least two sentences. This is also done by **choosing precise verbs**, **focusing on explaining word connotations**, and **articulating stereotypical assumptions**. Make sure to use **purposeful verbs** and **cause/effect language** in this section of your text: **because, due to, since, so, consequently**, etc.).

Example Paragraph: Body Paragraph 2

Topic Sentence:

The narrator then shifts to describing an arduous journey to a sentimental treasure, showcasing her naively adventurous mindset and the process's symbolic relationship to tracing back memories.

Evidence:

~~Take, for example, how~~ after she details a youthful misunderstanding, the narrator remembers the complex path to her “strong-smelling cigar box” that would require someone to “close [her] eyes” and hold “[her] hands up over [her] head” while placing “one foot in front of the other” just waiting to touch the “smooth cool of slanted plaster,” so she could bend down and feel around “on the floor.”




Analysis:

This whole description showcases the childish nature of the narrator because rather than simply putting the box under a bed or in a night stand, she develops a complex method to access an item protected by the legend of “the hairy man,” who—quite mistakenly—was someone traumatized by war. In this case, like any child, she overcomplicates a process for added security, when not many people would really be searching for her box. Furthermore, the detailed process that is required to get to the box symbolizes the struggle to preserve her beloved childhood memories once she has reached adulthood since it's quite a labor to return to those times of innocence once a person has been corrupted by the pains of the adult world, but she remembers the way. Having the box described as a storage place of her “private things” highlights that what is treasured there contrasts the grueling reality of adulthood. Instead these “private things” remind her of the joy of her carefree, and actually quite dangerous, summer mischief.³

³ Modified from an original document produced by Mackenzie Gorman (Whitinsville Christian class of 2020)

Literary Verbs and Transitions

Words to Give "Uses" a Break

<i>Addressing Exposition</i>	<i>Verbs to Pair with Literary Devices</i>	<i>Evaluating Author's Purpose</i>
Contextualizes Chronicles Identifies Incites Introduces Narrates Outlines	Creates Expresses Foreshadows Hyperbolizes Illustrates Overstates Personifies Presents Represents Satirizes Symbolizes Understates	Advocates Argues Accepts Advocates Alludes Attacks Attributes Challenges Claims Concludes Considers Defends Defies Demonstrates Elicits Envisions Evokes Explores Guides Highlights Illuminates Imagines Implies Indicates Interprets Justifies Manipulates Moralizes Observes Ponders Promotes Proposes Qualifies Questions Rationalizes Reflects Ridicules Suggests
<i>Description</i>	  	
<i>Addressing Comparisons</i>		
Compares Contrasts Correlates Differentiates Distinguishes Juxtaposes		
<i>Addressing Characterization</i>		
Categorizes Characterizes Transforms Depicts		

Transitions

<i>Contrasts</i>	<i>Connections</i>	<i>Illustrations (examples)</i>
However Although But On the other hand Yet In contrast Unlike Ironically Paradoxically	Accordingly Similarly Likewise As well as In a similar manner In like manner Equally Following As a consequence	For example For instance To illustrate To support In fact Especially notably
<i>Beginning</i>	<i>Ending</i>	<i>CERTAIN DEATH! YOU MUST AVOID!</i>
To open Initially At first	In essence Ultimately Therefore As a result of	First, second, third... Moving on Anyway The next point is... In Conclusion



