

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

Question 2 Essay Annotations and Organizer

Prompt Breakdown Chart:

TAG	Exposition from the prompt	C and C	Conquer Answer
T: "Cherry Bomb"	Adult is remembering childhood	Command: Analyze...World	Complex Answer in Text:
A: Maxine Clair	Memories are from Fifth-grade summer	Conquer Question(s): What is the narrator's characterization of her memories?	Universal Ideas:
G: Short Story			

Once you have read the piece, record your answer the *Conquer Question* based on the text. What this means is that your answer will only include the elements in the story. Try to notice complexities.

Complex Answer in Text:

Once you have recorded your answer to the **Conquer Question**, identify the 2-3 key universal ideas¹ that the reading explores. Try to notice complexities.

¹ There is a list of universal ideas at the end of this packet.

Complex Answer in Text:

The narrator remembers her summer being full of blissful and naïve, though sometimes potentially dangerous, adventures.

Once you have recorded your answer to the **Conquer Question**, identify the 2-3 key universal ideas² that the reading explores. Try to notice complexities.

Comfort Sentimentality Nostalgia Joviality Naivety Adventure
Youthful Misunderstanding Blissful Ignorance Immaturity Secrecy

CHRONOLOGICAL (PART BY PART) ANALYSIS
Divide Passage into Three Parts

Topic Sentence Stems	Literary Element/Technique/Event	Purpose
<i>Chronological Sentence Stem:</i> Topic Sentence 1: <i>The (author/speaker) begins by (introducing/presenting)</i>	<i>Quick Summary of Literary Element/Event and Lines Numbers of Textual Evidence:</i>	<i>Sentence Ending that Connects to Literary Complexity.</i> <i>,which highlights (insert element of complexity from conquer answer):</i>




² There is a list of universal ideas at the end of this packet.

<p><i>Chronological Sentence Stem:</i></p> <p>Topic Sentence 2: <i>(Speaker/Author) then shifts to...</i></p>	<p><i>Quick <u>Summary</u> of Literary Element/Event and Lines Numbers of Textual Evidence:</i></p>	<p><i>Sentence Ending that Connects to Literary Complexity.</i></p> <p>,showcasing <i>(insert element of complexity from conquer answer):</i></p>
<p><i>Chronological Sentence Stem:</i></p> <p>Topic Sentence 3: <i>The (author/speaker) concludes by/with...</i></p>	<p><i>Quick <u>Summary</u> of Literary Element/Event and Lines Numbers of Textual Evidence:</i></p>	<p><i>Sentence Ending that Connects to Literary Complexity.</i></p> <p>in order to reveal <i>(insert element of complexity from conquer answer):</i></p>

ANSWERS AND EXAMPLES BELOW

Topic Sentence Stems	Literary Element/Technique/Event	Purpose
<p><i>Chronological Sentence Stem:</i></p> <p>Topic Sentence 1: <i>Clair</i> begins by (presenting)</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: Narrator then shifts to...</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>Chronological Sentence Stem:</p> <p>Topic Sentence 3:</p> <p><i>The (author/speaker) concludes by/with...</i></p>	<p>Quick Summary of Literary Element/Event and Lines Numbers of Textual Evidence:</p> <p>downplaying a dangerous encounter</p>	<p>Sentence Ending that Connects to Literary Complexity.</p> <p>in order to reveal (insert element of complexity from conquer answer): her blissfully sentimental mindset</p>
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Addressing Exposition	Verbs to Pair with Literary Devices	Evaluating Author's Purpose
Contextualizes Chronicles Identifies Incites Introduces Narrates Outlines	Creates Expresses Foreshadows Hyperbolizes Illustrates Overstates Personifies Presents Represents	Advocates Argues Accepts Advocates Alludes Attacks Attributes Challenges Claims
Description	Represents Satirizes Symbolizes Understates	Concludes Considers Defends Defies Demonstrates
Defines Depicts Describes Details Develops Displays Dramatizes Explains Illustrates Summarizes Traces		Elicits Envisions Evokes Explores Guides Highlights Illuminates Imagines Implies Indicates Interprets
Addressing Comparisons		Justifies Manipulates Moralizes Observes Ponders
Compares Contrasts Correlates Differentiates Distinguishes Juxtaposes		Promotes Proposes Qualifies Questions Rationalizes
Addressing Characterization		Reflects Ridicules Suggests
Categorizes Characterizes Transforms Depicts		

Thesis Template:

In the ____ (Genre) ____ (Title) ____, ____ (Author's Name) ____ presents³ ____ (Literary element(s) 3x (from middle column)) __ in order to ____ (Answer to Conquer (Complex 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.⁴

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.

³ Feel free to reference other literary verbs from the verb list.

⁴ Originally produced by Sammy O’Connor (Valley Tech class of 2017)