**Pre-AP Study Guide: Unit 1**

**Identity: Discovering Yourself Through Literature**

**Standards:**

1. Demonstrate comprehension of increasingly challenging texts by asking and answering literal, interpretive, and evaluative questions.
2. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
3. Read dramatic literature and analyze its conventions to identify how they express a writer’s meaning.
4. Use organization or structure (e.g., comparison/contrast, cause/effect, problem/solution) and writer’s techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts
5. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
6. Learn appropriate literary terms and apply them to increasingly challenging texts
7. Provide an interpretation of a literary work that is supported by evidence from the text and from cogent reasoning
8. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts.
9. Organize writing to create a coherent whole with effective fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in logical sequences

Complete the following for the following excerpt from Macbeth

1. Annotate, or “get dirty” with the speech as you’re reading it. Remember this should include thoughts, questions, commentary that are specific to you as you’re reading. (Standard 2)
2. Write a literal, interpretative, and evaluative question or observation for this speech once you’ve completed reading it. This is just like the SOQ charts you worked on (Standard 1)
3. Complete a Character Analysis Chart (with quote, context, inference, and commentary) for this speech. Make sure that your focus is on character development, and note any literary terms or dramatic elements that may apply to this speech. (Standards 3, 4, 5, 6, 7)
4. Answer this: what is the denotation of the word “unsex” and what is the connotation of that word in this speech? What’s the relevance of knowing this difference and the use of the connotation in understanding the development of this character? (Standard 8)
5. Once completed with all of the questions above, write a well-developed analytical paragraph discussing the character development of Lady Macbeth. Use your character analysis chart to walk you through this process.

**All of this is due on FRIDAY!!!**

**Lady Macbeth’s famous soliloquy:**

**Here’s the context of the story: Lady Macbeth is the wife of Macbeth who has been prophesized to become king, but is not in line to be king. He writes to his wife telling her of this prophecy and also that the current king, King Duncan, is on his way to the castle to spend the night. Macbeth will be home in time for this visit from the King. It should also be noted that Macbeth has just been to battle and won the appreciation of the King for his valiant fighting during this war. Thus, the king comes to Macbeth’s castle to honor Macbeth. Lady Macbeth sees an opportunity, and thus begins this soliloquy.**

The raven himself is hoarseThat croaks the fatal entrance of DuncanUnder my battlements. Come, you spiritsThat tend on mortal thoughts, unsex me here,And fill me from the crown to the toe top-fullOf direst cruelty! make thick my blood;Stop up the access and passage to remorse,That no compunctious visitings of natureShake my fell purpose, nor keep peace betweenThe effect and it! Come to my woman's breasts,And take my milk for gall, you murdering ministers,Wherever in your sightless substancesYou wait on nature's mischief! Come, thick night,And pall thee in the dunnest smoke of hell,That my keen knife see not the wound it makes,Nor heaven peep through the blanket of the dark,To cry 'Hold, hold!' (1.5.3)