* Self-ID essay #3 feedback:
	+ Read feedback, log/take pictures of feedback for TTOG, label learning target it addresses, score yourself, turn in a list of your scores so Foster can put it in PowerSchool. Which learning targets? That is up to you. Also, feel free to add feedback that Foster did not see, cite in your essay where you did that thing and add that to your scores.
	+ If you didn’t discuss the theme or author’s intent or at least hint at the ATR path, you did not answer the question. The question was how did the author use self-identity to make a point. If you didn’t mention the point, moral, lesson, “forest” vision of the author, you did not answer the question. All essay question #3s ask you to consider this forest vision.
	+ Also, if you are playing with my emotions by still making theme one word or phrase and NOT A #\*&%^ SENTENCE, well done. If you just forgot, shame on you!
	+ Topic sentences were a bit of a struggle. Many of you had a plot summary topic sentence that sounded like, “At the beginning of the book, Janie was afraid” or “Lulu started her life as a Brazilian immigrant.” A topic sentence should sound something like, “My thesis is true because of reason #1” or “The question’s answer is made true by example X” or “Janie grows from an abused follower to a confident leader through the symbolism of the head rags” or “The increasing clarity of Stephen’s stream of consciousness metacognition depicts the clarity in his sense of who he is”
	+ You should have explained a clear path that the character took to discover him/herself. This might involve overcoming obstacles, making choices, building relationships, etc. This needs to be shown through literary devices. Symbols are probably the easiest to use. However, in *BMU*, we used the dichotomy motif and impact of geography. For example, “Gatsby discovered that eventually he wanted to define himself based on relationships and not material items. This is personified through the characternym of Daisy. When he was with this ‘flower,’ he was most authentic and fulfilled.”
	+ How the character “ended” should be a pretty darn important way to see how ATR path showed his/her self-ID. It is virtually impossible to answer the question without talking about how the character died or left or finished the novel. The author had to end the protagonist’s story somehow. This ending was on purpose and probably depicts the self-ID of the character and answer this essay question.
	+ APWMV = I didn’t see any syntax tricks from the writing minute or any vocab words we have gone over. AP Writing Minute and Vocab = use the things you are supposed to be practicing everyday at the beginning of the hour. “Oh crap, we are supposed to actually do that?” Yes! All of my trees have a forest. There is a method to my madness. ☺
	+ How do I get a “9” or 4.0? Use your conclusion wisely. Only one person discussed how the two pieces of evidence used to answer the question were related-and he only wrote on sentence about it. Use your conclusion to review the evidence in your essay and evaluate it or compare/contrast it. For example, how do the metaphor from the first body paragraph and the irony in the second paragraph WORK TOGETHER to make the author’s intent clear?
	+ Update Literary Matrix with all books you have read this year so far.
	+ One example of how to answer the question with the text “Foster’s life” is…*Author wanted to show how the protagonist defined himself and grew through the repeated motif of father-son relationships. His dad was malicious, AAF hurt and struggled because of this, AAF took steps to internalize this feedback, and through the name of his own son and daily practices, AAF is striving to not “repeat the sins of the father, son, and holy ghost”. Here, the author is telling the readers that while parentals sometimes unduly influence one’s paradigm, no lens is too cloudy to be washed clean. In a broader sense, we readers are not defined by our stars; free will (through thoughtful reflection) can overpower a seemingly predestinate fate. Perhaps the author was a Puritan or Catholic or member of fatalistic belief and rebelled against this as a youth and wanted to portray this growth in his own text. This point is further emphasized by how the protagonist “ended” the text. At his funeral, all of his former students, and most importantly his own son, tweeted life lesson that he taught them with the hashtag #FosterFather to depict how he grew from his own father’s mistakes and manifest of positive paternal influence in his life.*
	+ To show that you can see the forest of a text, at the end of your new book, you will make a video where you sit down with the author in a coffee shop and ask him/her what was the point and author needs to explain it. Thomas Foster is in the conversation as well. Use the author to describe the ATR path. Five minute limit on video. This is due one week after you finish reading your new book.