



Marietta City Schools  
2024-2025 District Unit Planner

*AP Literature & Composition*

<b>Unit title</b>	<i>Seminar 2 - Poetry</i> <b>Modern Love and Other Contradictions: 19<sup>th</sup>-21<sup>st</sup> Century Poetry of Longing and Misunderstanding</b>	<b>Unit duration (hrs)</b>	<i>10 hours (2 weeks)</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

[AP Literature & Composition Big Ideas and Skill Categories](#)  
GSE Standards (provided for Priority Big Ideas and Skills)

**BIG IDEAS**

Character **CHR**

Structure **STR**

Figurative Language **FIG**

Literary Argumentation **LAN**

**Required AP Literature Big Ideas and Skills: CHR 1.A, STR 3.C, STR 3.D, FIG 5.B, FIG 6.A, FIG 6.B, LAN 7.A**

**Priority Standards Unit Learning Targets:**

- **Structure:** 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.
  - 3.C - Explain the function of Structure in a text (**ELAGSE11-12RL5**)
    - STR-1.D - Line and stanza breaks contribute to the development and relationship of ideas in a poem
    - STR-1.E - The arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem.
    - STR-1.F - A text's structure affects readers' reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and placement within the text as a whole.
  - **3.D** - Explain the Function of Contrasts within a Text (**ELAGSE11-12RL4**)

- **Figurative Language:** Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
  - 5.B Explain the function of specific words and phrases in a text. (**ELAGSE11-12RL4**)
    - FIG-1.A - An antecedent is a word, phrase, or clause that precedes its referent. Referents may include pronouns, nouns, phrases, or clauses.
    - FIG-1.B - Referents are ambiguous if they can refer to more than one antecedent, which affects interpretation.
    - FIG-1.C - Words or phrases may be repeated to emphasize ideas or associations.
    - FIG-1.D - Alliteration is the repetition of the same letter sound at the beginning of adjacent or nearby words to emphasize those words and their associations or representations.
  - 6.A Identify and explain the function of simile
  - 6.B Identify and explain the function of metaphor

**Support Standards Unit Learning Targets:**

- **Character 1** - Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
  - 1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.
- **Literary Argumentation** - Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
  - 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

**Essential Questions**

1. How should one approach poetry differently than prose? What, if any, methods could be used for both?
2. How does the structure of poetry contribute to meaning and interpretation?
3. In what way do patterns in poetry contribute to meaning and interpretation?
4. In what ways do comparisons contribute to specific interpretations?

**Assessment Tasks**

*List of common formative and summative assessments.*

**Formative Assessment(s):**

**Common Formative Assessment #1: Personal Progress Check (Multiple Choice) in AP Classroom**

**Priority AP Literature Big Ideas and Skills Addressed: All (College Board Required Element)**

**Supporting AP Literature Big Ideas and Skills Addressed: All (College Board Required Element)**

**Common Formative Assessment #2: Poem Annotations for Authorial Word Choice**

**Priority AP Literature Big Ideas and Skills Addressed: 5.B**

**Supporting AP Literature Big Ideas and Skills Addressed: 3.C-STR1.D, 1.E, 1.F; 3.D**

**Common Formative Assessment #3: Literary Analysis Paragraph**

**Priority AP Literature Big Ideas and Skills Addressed: 6.A, 6.B**

**Supporting AP Literature Big Ideas and Skills Addressed: 7.A**

**Summative Assessment(s):**

- Double-Sided Analysis Journal for Figurative Language and Structure

**Priority AP Literature Big Ideas and Skills Addressed: 3.C, 3.D, 5.B, 6.A**

**Supporting AP Literature Big Ideas and Skills Addressed: 1.A, 7.A**

- Personal Progress Check (Essay )

**Priority AP Literature Big Ideas and Skills Addressed: All (College Board Required Element)**

**Supporting AP Literature Big Ideas and Skills Addressed: All (College Board Required Element)**

**Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p><b>Identifying Contrasts and Deducing Meaning</b>  <b>DOK 1, 2</b> Knowledge, Understanding, and Application</p>	<ol style="list-style-type: none"> <li>1. Teachers will gauge retention of previously taught concepts of <b>poetry, metaphor, simile, rhyme scheme, stanza, and breaks.</b></li> <li>2. Teachers will provide multiple mini-lessons on use of contrasts in poetry               <ol style="list-style-type: none"> <li>a. Literal and Figurative Meanings</li> <li>b. Introduced through focus, tone, point of view, character, narrator, or speaker perspective</li> <li>c. Are the result of shifts or juxtaposition (or both)</li> <li>d. Connection between shifts and words/structural convention/punctuation</li> <li>e. Shifts may emphasize contrasts between segments of text</li> </ol> </li> <li>3. Teacher will facilitate analysis of select poem in order to focus students on identifying contrasts</li> <li>4. Students will analyze poems in pairs/groups for focus on specific textual details that convey and reveal contrast.</li> <li>5. Students will produce an initial claim regarding contrasts, how they are presented, and meaning</li> <li>6. Students will peer review the analysis using the Prose AP Rubric, rows A and B.</li> <li>7. Students will use feedback to refine writing and submit.</li> </ol>	<ul style="list-style-type: none"> <li>● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons.</li> <li>● Partners to discuss and refine thinking before sharing with a full group.</li> <li>● Annotations will be monitored for text comprehension</li> <li>● Gradual release for converting simplistic claims to sophisticated claims.</li> </ul>
<p><b>Analyzing Poetry Structure and the Effect on Interpretation</b>  <b>DOK 2</b> Application and Analysis (Basic and Strategic Reasoning)</p>	<ol style="list-style-type: none"> <li>1. Teacher will facilitate discussion around poetic structure, recalling rhyme scheme, stanza and breaks</li> <li>2. Teacher will provide mini-lesson on various poetic structures</li> <li>3. Students will read various poems and annotate for structure.</li> <li>4. In pairs, students will create a double-sided analysis journal to focus on contrasts and structure (one per student) for discussion.</li> <li>5. In a jigsaw, students will analyze a segment of a poem, then discuss how each piece of the poem lends to the overall meaning</li> <li>6. Students will then write a theme based thesis statement on the poem.</li> <li>7. Students will participate in a gallery walk of the poems and the thesis statements, adding feedback to the initial written response.</li> </ol>	<ul style="list-style-type: none"> <li>● Collaborative Learning</li> <li>● Cooperative Learning</li> <li>● Choral Writing</li> <li>● Student constructed exemplar</li> </ul>

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|  | <ol style="list-style-type: none"> <li>8. Students will then select a poem that they did not use in their jigsaw to craft an outline for an analysis essay</li> <li>9. Students will produce a Literary Argumentative Paragraph on a poem of their choosing.</li> </ol> |  |
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**Content Resources**

Anchor Texts:

T.S. Eliot's "The Lovesong of J. Alfred Prufrock"  
 Lucille Clifton's "There is a Girl Inside"  
 Robert Browning's "My Last Duchess"  
 E.E. Cummings' "[i carry your heart with me(i carry it in)]"  
 "The Untrustworthy Speaker" by Louise Glück  
 "Surprise" by Jane Kenyon  
 "Don't Tell Anyone" by Tony Hoagland  
 "Monody" by Herman Melville  
 "A Litany for Survival" by Audra Lorde  
 I Woke Up – "Smiling" by Ha Jin  
 "Nikki-Rosa" by Nikki Giovanni

Supplementary Texts:

"Sonnet 73" by William Shakespeare (AP Classroom)  
 "The Author to her Book" by Anne Bradstreet (AP Classroom)  
 "The Black Walnut Tree" by Mary Oliver (in class modeling)  
 Various through AP Classroom