



Marietta City Schools
2024- 2025 District Unit Planner

AP Literature and Composition

Unit title	<i>Unit 4: Seminars 4-6 (Hybrid) - Long Fiction, Short Fiction and Poetry The Importance of Contrasts: Despair, Overcoming, The Individual and Society, and War</i>	Unit duration (hours)	<i>11 weeks (41.5 hours)</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)

<p>BIG IDEAS Character CHR Setting SET Structure STR Narration NAR Figurative Language FIG Literary Argumentation LAN</p> <p>Required AP Literature Big Ideas and Skills: CHR 1.A, CHR 1.C, CHR 1.D, CHR 1.E, SET 2.B, SET 2.C, STR 3.A, STR 3.B, STR 3.C, STR 3.D, NAR 4.A, NAR 4.B, NAR 4.C, NAR 4.D, FIG 5.A, FIG 5.B, FIG 5.C, FIG 5.D, FIG 6.B, FIG 6.C, FIG 6.D, LAN 7.B, LAN 7.C, LAN 7.D, LAN 7.E</p> <p>Priority Standards Unit Learning Targets:</p> <p>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.</p> <ul style="list-style-type: none">• 1.C Explain the function of contrasting characters. (ELAGSE11-12RL3)• 1.E Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities. (ELAGSE11-12RL3) <p>Structure 3 - 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.</p> <ul style="list-style-type: none">• 3.C Explain the function of structure in a text. (ELAGSE11-12RL5)• 3.D Explain the function of contrasts within a text (ELAGSE11-12RL4)• 3.E Explain the function of a significant event or related set of significant events in a plot. (ELAGSE11-12RL3)• 3.F Explain the function of conflict in a text. (ELAGSE11-12RL3)
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Narrator 4 - A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

- **4.D** - Explain how a narrator's reliability affects a narrative. **(ELAGSE11-12RL3/RL5 Variation of authorial choice regarding plot, character structure, and how it contributes to the overall structure)**

Figurative Language: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

(Figurative Lang. 5 - Word Choice, Image, Symbol)

- **5.C** - Identify and explain the function of a symbol.
- **5.D** - Identify and explain the function of an image or imagery.

Literary Argumentation 7 - Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

- **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. **(ELAGSE11-12W1a)**
- **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. **(ELAGSE11-12W1c)**

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.
- **1.D** Describe how textual details reveal nuances and complexities in characters' relationships with one another.

Setting 2 - Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

- **2.B** Explain the function of setting in a narrative.
- **2.C** Describe the relationship between a character and a setting.

Narration 4 - A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

- **4.A** Identify and describe the narrator or speaker of a text.
- **4.B** Identify and explain the function of point of view in a narrative.

Figurative Language: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

(Figurative Lang. 6 - Comparison)

- **FIG 6 6.B** - Identify and explain the function of a metaphor.
- **FIG 6 6.C** - Identify and explain the function of personification.
- **FIG 6 6.D** - Identify and explain the function of an allusion.

Literary Argumentation 7 - Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

- **LAN 7.D** - Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- **LAN 7.E** - Demonstrate control over the elements of composition to communicate clearly.

Essential Questions

What is the function of contrasts in text interpretation?

What are indicators of plot complexity and how do they affect interpretation?

How does the reliability of the narrator affect the interpretation of a narrative? What are indicators of a reliable narrator?

How does nuance of dramatic situations and complexity of characters provide opportunity to develop detailed commentary?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Common Formative Assessment #1:

College Board Personal Project Check (PPC) multiple-choice questions

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

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

Common Formative Assessment #2:

Defensible Thesis on Contrast(s)

Priority AP Literature Big Ideas and Skills Addressed: LAN 7.B

Supporting AP Literature Big Ideas and Skills Addressed: CHR 1.C, STR 3.D, NAR 4.A, 6.B, 6.C, 6.D

Common Formative Assessment #3:

Literary Analysis Paragraph on Narrator Reliability

Priority AP Literature Big Ideas and Skills Addressed: STR 3.A

Supporting AP Literature Big Ideas and Skills Addressed: SET 2.A, CHR 1.A, NAR 4.A

Common Formative Assessment #3:

Figurative Language Detail & Analysis Chart

Priority AP Literature Big Ideas and Skills Addressed: STR 3.A

Supporting AP Literature Big Ideas and Skills Addressed: SET 2.A, CHR 1.A, NAR 4.A

Summative Assessment(s):

- Thesis Statement and Literary Analysis Paragraph on Contrasts in Short Stories

Priority AP Literature Big Ideas and Skills Addressed: LAN 7.B, STR 3.D

Supporting AP Literature Big Ideas and Skills Addressed: NAR 4.B

- Poetry Analysis Argumentative Essay

Priority AP Literature Big Ideas and Skills Addressed: FIG 5.C, FIG 5.D

Supporting AP Literature Big Ideas and Skills Addressed: FIG 6.B, FIG 6.C, FIG 6.D

- Comparative Argument Essay on Contrast and Tension (Short Story and Long Fiction)

Priority AP Literature Big Ideas and Skills Addressed: LAN 7.B, LAN 7.C, CHR 1.C, CHR 1.E, STR 3.D, STR 3.F

Supporting AP Literature Big Ideas and Skills Addressed: CHR 1.D, SET 2.C, STR 3.E, NAR 4.B, LAN 7.D, LAN 7.E

- College Board Personal constructed Multiple Choice Cold Read Assessment on Narrator, Character, and Structure

Priority AP Literature Big Ideas and Skills Addressed: HR 1.C, CHR 1.E, STR 3.D, STR 3.F

Supporting AP Literature Big Ideas and Skills Addressed: CHR 1.D, SET 2.C, STR 3.E, NAR 4.B

- College Board Personal Project Check (PPC) essay

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

Learning Experiences

Common learning experiences are pinnacle instructional activities that all PLC members have vetted as rigorous, aligned, student centered, equitable skill based learning experiences for all students taking this course. [Click here for definition and further guidance on common learning experiences.](#)

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>CLE 1: Recall and Expound DOK 1, 2, 3 Knowledge, Understanding, Application, Analysis, Evaluation Academic Vocabulary: Tension, conflict, unreliable narrator, complexity, bias, nonlinear plots, nuance, imagery, comparison, contrast, symbol, simile, metaphor, personification, closed poetic structure, open poetic structure, shifts, foils, dramatic language, extended metaphor</p>	<ol style="list-style-type: none"> 1. Teachers will gauge retention of previous taught concepts of contrasts, word choice, imagery, and comparisons 2. Teachers will provide multiple mini-lessons on closed and open poetic structures, structural patterns, and the relationship between poetic structure and meaning. 3. Students will read a selected standard sonnet to annotate for structure and meaning independently. 4. Working with a partner or group, students will use the jigsaw strategy to observe, identify, and analyze closed form characteristics, shifts and contrasts, and ideas presented in the octave and the sestet. (Selected poem: “How do I Love Thee”, Elizabeth Barrett Browning) 5. In the base groups, students share with peers what they have learned about their particular topic in order to explain how the poem’s structure emphasizes certain ideas and concepts. 6. Teacher will facilitate analysis activities on imagery using various poems that have both explicit and abstract imagery. 7. Students will use “The Fish” by Elizabeth Bishop to highlight four or five of the most important images in the poem. 8. Students will identify an abstract noun (thematic idea) that each highlighted image conveys. 9. Students will explain and justify how the individual images work together to convey meaning in the poem and explain relationships among the abstract nouns they identified. 10. Students will select 2 of 4 additional poems to analyze and make a final selection of a poem for which they can write a literary argument. 	<p>All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.</p> <ul style="list-style-type: none"> ● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons. ● Small groups for analysis support ● Strategic partnering to discuss and refine thinking before sharing with a full group. ●

	<ol style="list-style-type: none"> 11. Students will draft a literary argument about their selected poem. Students will be grouped in poem groups for additional peer review and editing. 12. After drafting, students will work in small groups to read peer’s arguments and carefully consider the interpretations of the poem presented in each thesis. Students will compare their own interpretation of the poem with their peers’, carefully noting similarities and differences. 13. Students will revise their arguments, and may choose to modify their own interpretations and thesis statements based on these alternative interpretations. 14. After their arguments are written, students will engage in a peer review. Reviewing students will: <ol style="list-style-type: none"> a. Mark places in the drafts where ideas seem unrelated b. Mark places in the drafts where there is an abrupt shift c. Mark places in the drafts where relationships between ideas are unclear 15. Once reviews are received, students will review the marked places in the drafts and, where appropriate, add transitions that indicate relationships between ideas. 16. Students will facilitate the conference with the teacher and analyze their own writing using the AP FRQ rubric for Poetry. Teacher will only ask clarifying questions. Students will be able to use teacher questions for final edits, and submit their literary argument. 	
<p>CLE 2: Evaluating Structural Effect DOK 4 Basic, Strategic and Extended Reasoning</p>	<ol style="list-style-type: none"> 1. Students will recall the difference between conflict and tension and what contributes to both. 2. Teachers will facilitate discussion on how plot order complex events in a narrative (3.A) with students and provide mini-lesson on archetypal patterns and contrasts as structural choices made by a writer that contribute to the reader’s interpretation of a text (3.D) . 3. Students will read anchor text where contrasts and tension affects the reader’s interpretation with key questions: <ol style="list-style-type: none"> a. How do the differences highlighted by a contrast emphasize the particular traits, aspects, or characteristics important for comparison? b. What might contrasts represent in relation to character, narrator, or speaker perspectives? (conflicts in values related to ideas represented by a text) 4. Students will create a visual mind map of the contrasts in the text related to setting or event and character, narrator, or speaker perspectives to identify the traits important to compare, and the values reflected in the comparison. 5. Students will draft a LAP regarding the function of contrast through structure in the text by producing a claim, providing evidence, and defending the evidence in relation to the claim. 	<ul style="list-style-type: none"> ● Usage of stable prompt structure so students can consistently see the same language before the AP Exam. ● Partners to discuss and refine thinking before sharing with a full group. ● Peer editing to facilitate comfort with AP Rubric. ● Menu provides student choice

	<ol style="list-style-type: none"> 6. Students will peer review written literary analysis paragraphs using the Free Response Question Rubric. 7. Students will submit all responses and receive teacher feedback. 8. Students will select craft a menu of aligned texts to track for specific structural components to contrast: <ol style="list-style-type: none"> a. Narrator b. Setting c. Character d. Tension e. Conflict 9. Text menu should include an appetizer, entree, and dessert round. <ol style="list-style-type: none"> a. Appetizer - poem or short story read in class b. Entree - anchor text read in class (novel or play) c. Dessert - independently selected novel, short story, or poem 10. Students will write a literary synthesis and analysis on how tension or conflict and contrast are used as structural choices by the writer that contribute to the reader's interpretation of a text. Consideration for archetypal patterns should be used as a basis for picking the works. 11. Students will participate in a writer's workshop throughout the duration of the course to adjust, edit, and refine writing before submission. 	
<p>CLE 3: Shifts and Tension(Optional Digital Presentation Opportunity) DOK 2 Apply (Basic Reasoning) DOK 3 Analyze (Strategic Reasoning)</p>	<ol style="list-style-type: none"> 1. Teachers will review the difference between the function of a narrator and a character and recall lessons on shifts and tension. 2. Teacher and students will read a selected text and co-construct a t-chart to list differences between the speaker and the other characters in order to determine how the speaker's point of view affected the reader's interpretation. 3. Students will evaluate the role of the narrator in the structure of the plot. 4. Students will draft a LAP regarding the function of the narrator on the shift in the text by producing a claim, providing evidence, and defending the evidence in relation to the claim. 5. Students will receive peer review and teacher feedback on their draft LAP. 6. Students will analyze additional anchor text for the role of the narrator and his/her/their effect on shifts and tension in the text through two LAPs.. Students will submit all responses (those that received peer review and teacher feedback, and the independent writing.) 7. Students will replicate this process with the second anchor text, and with their independent readings texts. 8. Students will construct a critical literary analysis that does the following: <ol style="list-style-type: none"> a. Identifies details that enable them to make and defend claims about that 	<p>In addition to all listed above, teacher will provide more specific feedback with student conferences.</p>

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| | <p>text.</p> <ul style="list-style-type: none"> b. Develop a thesis statement that conveys a defensible claim and line of reasoning about an interpretation of multiple texts c. Identify and utilize evidence that connects the thesis to the line of reasoning d. Support an interpretation and claim that lead to a line of reasoning and use evidence for that support e. Develop a sophisticated interpretation of a text <p>9. Students will receive rounds of feedback from both peers and teachers, and submit their critical analysis argument.</p> | |
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Common Content Resources

Common Anchor Text (s)

Ezra Pound on the image and poems "A Retrospect"

H.D.'s "Oread"

Archibald "MacLeish's "Ars Poetica"

John Keat's "Ode on a Grecian Urn"

S. Eliot's "Hollow Men"

Jane Hirschfield's "The Weighing"

The Importance of Being Earnest by William Shakespeare

1984 by George Orwell

Girl by Jamaica Kincaid

Ernest Hemingway's "Soldier's Home"

William Faulkner's "Two Soldiers"

Chinua Achibe's "Civil Peace"

Thomas Hardy's "The Man He Shot"

Student selected Independent Reading

Common Supplemental/Ancillary Text (s)

Sonia Kamal "Unmarriageable" - will continually be read in its entirety in this unit.

H.D.'s "Oread"

Archibald "MacLeish's "Ars Poetica"

John Keat's "Ode on a Grecian Urn"

Fences by August Wilson

Antigone by Sophocles

Tim O'Brien's "How to Tell a True War Story" "

Dolce et Decorum Est" by Wilfred Owen

Common Media Text (s)

AP Skill 4.1.D Daily Video (Nuance in Complex Relationship)

AP Skill 4.1.C Daily Video (Contrasting Characters)

AP Skill 4.2.B Daily Video (Setting)

AP Skill 4.3.A Daily Video (Archetypes)

AP Skill 4.3.D Daily Video (Contrasts Represents Conflict)

AP Skill 4.7.A Daily Video (Identifying Evidence for Defensible Claim)

AP Skill 4.7.B Daily Video (Effect Analytical Thesis Statements)

AP Skill 4.7.C Daily Video (Line of Reasoning)

AP Skill 4.7.D.1 Daily Video (Evidence to support interpretation and claim that lead to a line of reasoning)

AP Skill 4.7.D.1 Daily Video (Developing a sophisticated interpretation of a text)

(All videos above utilized through College Board's AP Classroom)

