

**ADVANCED PLACEMENT [AP] ENGLISH IV: LITERATURE  
AND COMPOSITION  
GRADE 12**

EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

Board Approval Date: March 18, 2019  
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
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## **Table of Contents**

	<u>Page</u>
Course Description	3
21 <sup>st</sup> Century Life and Careers	4
Unit 1: Feminist Literature	6
Unit 2: Heroes and Anti-Heroes	10
Unit 3: Thematic Study of Loss	15
Unit 4: Dystopian Literature	19
Unit 5: Thematic Study of Revenge and Madness	23
Sample Standards Integration	27

## **Course Description**

"The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style and themes, as well as its use of figurative language, imagery, symbolism and tone. Writing assignments include expository, analytical and argumentative essays that require students to analyze and interpret literary works" (College Board). The course syllabus was approved by College Board and students enrolled in this course prepare to take the AP Literature and Composition exam offered by College Board each spring.

### **Scope and Sequence for Units of Study:**

Course Instructional Time: 87 minutes 5 days per week for one semester  
Specific pacing information is included within each unit of study.

## **21st Century Life and Careers**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers.

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### **CRP4. Communicate clearly and effectively and with reason.**

In English Language Arts, it is essential for students to communicate clearly and effectively. This is demonstrated through writing with a clear purpose and an appropriate audience in mind. Students also need to clearly communicate verbally, which is practiced in the English Language Arts classroom. Effective communicators are also active listeners. These skills are essential in the academic setting and in the workplace.

#### **CRP7. Employ valid and reliable research strategies.**

Research strategies are infused throughout the English Language Arts curriculum. It is imperative for students to utilize effective research strategies in order to formulate an argument, to support a thesis, and to research across content areas. Students need to use multiple sources in order to write a comprehensive research paper. Finally, students need to discern whether sources are reliable in order to present strong pieces of information and argument essays. Research skills are essential in the academic setting and in the workplace.

#### **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

In order for students to be successful in school, in life, and in their career, they need to be critical thinkers and problem solvers. In English Language Arts classes, students learn to read and write critically. Through discussions and by actively engaging in speaking and listening, students will develop the necessary skills to be critical thinkers. In order to be productive citizens of the 21st century we need to ensure students can persevere in order to reach the solution of any problem.

## **Technology Integration**

### **8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Social Studies Integration** - The social studies and English departments worked to integrate Research Simulation Tasks into both sets of curricula to provide ample opportunities to respond across content areas. The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards 11-12 - History, Social Studies, Science and Technical Subjects

## **Unit 1: Feminist Literature (Pacing – 20 Days)**

### **Why Is This Unit Important?**

A majority of classic works of literature were written by male, often white male, authors. Each work studied within this unit was written by a female author or from a female perspective. This unit provides students with the opportunity to read works from a different voice, with different experiences to communicate.

### **Enduring Understandings:**

- The female perspective in literature is distinctly different from that of the male experience.
- Literary devices including foils, setting, tone and tonal development and narrative style help writers to develop characters as well as theme.
- The use of ambiguous conclusions, a characteristic of feminist literature, enables readers to form their own conclusions and connections to and with works of literature.

### **Essential Questions:**

- How is feminist literature distinct from standard works from the literary canon?
- Why is it different, concerning both the writer's purpose and method as well as the audiences' perceptions?
- What is the function of a foil in literature?
- How does the manner in which scenes are performed and emphasis is placed alter the meaning and significance of integral scenes in a written work?
- How can gender, race, age, or culture define a person's role in society?
- How can a person successfully define him/herself as an individual?

### **Acquired Knowledge:**

- Key terms including: Harlem Renaissance, 'bildungsroman', realism, naturalism, foils, setting, diction, rising action, plot points, climax, denouement, resolution, conclusion, irony, problem play, retrospective plot, dramatic irony
- The impact of setting on varied elements of the works, in particular the characters and the conflicts
- The relation between symbols used in works of literature and how those symbols are used to develop characterization, theme and conflict
- The elements of a problem play and a retrospective plot

**Acquired Skills:**

- Analyze the impact of setting on characters and events and analyze the impact that changes in character or setting have on plot and ultimately on theme.
- Discuss the impact of foils on the protagonist and the theme of the work.
- Evaluate various published critiques and analyses of read works, providing an argument for whether or not they agree or disagree with the opinions in those published commentaries.
- Connect the theme of different works within different genres including novella, short story, play and poem.
- Create a performance of a scene from a read play implementing differing strategies for presentation to communicate various meanings.

**Assessments: Suggested assessments, but not limited to those listed****Formative:**

- Class Discussions
- Teacher and Peer Conferences
- Reading and Writing notebooks

**Summative:**

- Extended written response questions as a formal assessment tool, e.g., analyze the literary elements presented in a book and determine whether or not that work is a social criticism
- Essay writing, e.g., to analyze overarching observations or recurring themes present in feminist literature

**Benchmark:**

- AP writing topics made available by College Board, completed as a whole group, with partners, or independently and scored with the College Board Essay Rubric

**Core Instructional Materials:**

- *Their Eyes Were Watching God*, Zora Neale Hurston
- *A Doll's House*, Henrik Ibsen.
- *The Yellow Wallpaper*, Charlotte Perkins Gilman
- *We Wear the Mask*, Paul Lawrence Dunbar
- *Daddy*, Sylvia Plath
- *Phenomenal Woman*, Maya Angelou
- *Ego Tripping*, Nikki Giovanni
- *Barbie Doll*, Margie Piercy
- *Ain't I a Woman*, Sojourner Truth
- Foil chart

### **Interdisciplinary Connections:**

- It is imperative that students understand the political and social situation surrounding each text read during this course of study. Without understanding the historical context in which each work was written, students will not fully understand the themes presented in the works.
- Also connected to history, students can research the characteristics of the women's movement through the years from the turn of the nineteenth century to present day; they can further explain how those characteristics contributed to the commentary and criticism present in the works of female awakening.
- Works of art created by female artists accompany much feminist literature and can be viewed and analyzed as students read works from different literary and historical eras.

### **Technology Connections:**

- Students can conduct research or read literary works on laptops or Chromebooks and can submit all work via Google Drive.
- Google Books provides many books such as *The Encyclopedia of Feminist Literature* by Kathy J. Whitson and *Critical Responses to Feminism* by Binod Mishra. Some books are only available for preview and some in their entirety, but all serve as additional sources for teachers and students.
- The Gilder Lehrman Institute of American History: Examining Women's Roles through Primary Sources and Literature (<http://www.gilderlehrman.org/history-by-era/womens-history/resources/examining-women%E2%80%99s-roles-through-primary-sources-and-literatu>)
- 10 Women Writers who Changed Literature, Encyclopedia Britannica Blog (<http://blogs.britannica.com/2011/03/10-women-writers-changed-literature/>)
- "Feminism and Literature: A Guide for Research" at <http://www.lib.unc.edu/reference/hum/feminism.html>
- "Literary Resources: Feminism and Women's Literature" at <http://ethnicity.rutgers.edu/~jlynch/Lit/women.html>

**Accommodations, Modifications or Extensions:**

- Literary works of focus can be differentiated based upon student interest or reading level.
- While differentiation based upon reading level is an option, it is important to note that one goal of this course is to support students as they prepare for the spring AP exam. Any differentiation in text-level will have the ultimate goal of scaffolding learning and helping students to build reading comprehension skills so they are prepared for the AP exam in the spring.
- Any student with an accommodation specified in a 504 Plan or an IEP must have those accommodations met in the classroom and on the AP exam. Preferential seating, use of a computer and extended time are often accommodations granted to students; if you have a student with such accommodations, it is best to have him or her utilize the accommodation every time a practice exam is given to help prepare him/her for the true testing situation.
- Students can be provided a graphic organizer to utilize when reading an assigned text or section of a text to help them focus on key ideas. Such a graphic organizer can be assessed and can then be used to support students on a more formal class assessment.
- Audio books are available for students who would benefit from an audio version of a text.
- Background information must be provided to help students connect literature to a particular time period and to help them make connections to contemporary issues.
- Differentiated class assignments will help to meet the needs of various learners.

**Applicable New Jersey Student Learning Standards for English Language Arts:**

- Reading Standards for Literature: RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.10
- Reading Standards for Informational Texts: RI.11-12.1, RI.11-12.7, RI.11-12.10

## **Unit 2: Heroes and Anti-Heroes (Pacing – 20 Days)**

### **Why Is This Unit Important?**

This unit will allow students to utilize various kinds of texts as well as the students' own personal experiences in order to connect the contemporary ideas of heroism, villainy and anti-heroism with the traditional epic hero cycle. The teacher will provide appropriate background information for the text *Beowulf* in terms of history, literary devices and the influence of the concept of heroism; in doing so, the student will be expected to analyze and question the traditional Anglo-Saxon view of heroism while at the same time examining their own thoughts and assuming multiple perspectives within myriad texts. Students will ultimately demonstrate an ability to connect traditional views of the epic hero and compare them to more contemporary views of heroism. The Big Ideas embedded throughout this unit of study are:

- While heroes, villains and anti-heroes have appeared in literature for centuries, the definition and application of each will vary based upon the culture and belief system from which a work was written.
- The traditional views of an epic hero can be compared to more contemporary views of heroism.
- Poetic and literary devices are used thoughtfully and intentionally by a writer to develop a work and to assist a reader with complete comprehension of the work.

### **Enduring Understandings:**

- The standards used to define heroes were established during the Anglo-Saxon era and the concept of a hero has been developed and has arguably evolved throughout the ages.
- There are many types of heroism and definitions of heroism will vary based on one's culture, beliefs and experiences.
- Modern concepts of heroism have changed over the millennia.
- The contrast between hero and villain was once quite clear, yet often those characters share certain traits; the literary concept of an anti-hero developed from the blurring of those lines.
- The poetic devices employed by authors of epic poems as well as modern and classic poetry aid in the construction of the works and in the audience's comprehension of the works.
- Language changes over time, as influences such as cultural migration and people's usage of words changes to fit their needs.

### **Essential Questions:**

- How does one define heroism? How does society define heroism today versus its definition in medieval Britain?
- What impact do cultural influences have on an author's work?
- Is the difference between a hero and anti-hero a strict dichotomy or is it more a spectrum of characteristics?
- What are some accepted differences between heroes, anti-heroes and villains?
- How do we define monster?
- How is the relationship between hero and monster important? Is it always the same?
- How and why are the 'big ideas' of literature repeated through the centuries?
- How do poetic devices help support meaning in the text?
- How does Beowulf's heroism compare and/or contrast to the heroism of more contemporary personalities?
- Why and how does language change over time?

### **Acquired Knowledge:**

- There are common characteristics of the epic hero cycle.
- The concept and characteristics of a hero have evolved throughout the centuries.
- There are common definitions of hero, villain and anti-hero that can be applied to epic literature.
- The historical background of the Anglo-Saxon era, paganism, the influx of Christianity and the warrior code influenced literature of that time period and influence modern day literature written about that time.
- The poetic devices of caesura, kenning and alliteration were utilized in Anglo-Saxon poetry; each had a specific function and a distinct one on the poetry.
- The characters and themes presented in *Beowulf*, an adventure-packed poem that embodied the traditions of eighth-century Anglo-Saxons, can connect to modern day people, issues, or lessons.

**Acquired Skills:**

- Identify and analyze characteristics of an epic.
- Define hero, villain and anti-hero using the information obtained through the study of the epic hero cycle and the development of heroes, villains and anti-heroes over time.
- Compare and contrast classical heroes, villains and anti-heroes with those from contemporary literature and society.
- Identify and analyze character traits and methods of characterization.
- Define paganism and compare and contrast the pagan elements in *Beowulf* to the Christian influences in the text.
- Identify and analyze the effects of poetic techniques employed in *Beowulf* and other literary works such as Anglo-Saxon riddles, *The Seafarer* and *Rime of the Ancient Mariner*.
- Apply the characteristics of the epic hero cycle to Beowulf and Grendel in the novel/excerpt *Grendel* and the speaker in *Rime of the Ancient Mariner*.
- Identify the major events and major factions at play during the Anglo-Saxon era.

**Assessments: Suggested assessments, but not limited to those listed****Formative:**

- Class Discussions
- Teacher and Peer Conferences

**Summative:**

- Letter writing connected to literature (i.e., letter from King Hrothgar requesting Beowulf's assistance)
- Compose boast
- Compose original riddles
- Create original kenning
- Comparison and/or contrast of Beowulf with heroes from other literary works and/or with other contemporary heroes

**Benchmark:**

- Timed Writing – AP Free-Response Modeled Essay Prompt

**Core Instructional Materials:**

- Seamus Heaney's translation of *Beowulf*
- *Grendel* by John Gardner
- *Rime of the Ancient Mariner*
- Excerpts from *Paradise Lost* by John Milton
- *The Man He Killed* by Thomas Hardy
- Speakers to play Old English oration of selections from the epic

**Interdisciplinary Connections:**

- Cross-content reading related to the Anglo-Saxon era is essential to understood literature such as *Beowulf*.
- Informational texts connected to society and religion during the first millennia would help students to more fully understand the literature of the time.
- The connection of literature to music throughout history can be studied.

**Technology Connections:**

- Google Books provides free copies (may be to preview only) of both *Beowulf* and *Grendel* online
- Websites such as Web English Teacher (<http://www.varsitytutors.com/englishteacher>) and Read Write Think ([www.readwritethink.org](http://www.readwritethink.org)) provide lesson plans and instructional materials on epic poetry, heroes, villains and anti-heroes and the works discussed in this unit of study.
- District databases specifically focusing on the time periods discussed in English IV

**Accommodations or Modifications:**

- Students can be provided a graphic organizer to utilize when reading an assigned text or section of a text to help them focus on key ideas. Such a graphic organizer can be assessed and can then be used to support students on a more formal class assessment.
- Audio books are available for students who would benefit from an audio version of a text.
- Background information must be provided to help students connect literature to a particular time period and to help them make connections to contemporary issues.
- Teachers can adopt and utilize different versions of the same text and can differentiate the reading materials to meet students' need.
- Differentiated class assignments will help to meet the needs of various learners.
- Any student with an accommodation specified in a 504 Plan or an IEP must have those accommodations met in the classroom and on the AP exam. Preferential seating, use of a computer and extended time are often accommodations granted to students; if you have a student with such accommodations, it is best to have him or her utilize the accommodation every time a practice exam is given to help prepare him/her for the true testing situation.

**Applicable New Jersey Student Learning Standards for English Language Arts:**

- Reading Standards for Literature: RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.7, RL.11-12.10
- Reading Standards for Informational Texts: RI.11-12.1. RI.11-12.10
- Writing Standards: W.11-12.4, W.11-12.5, W.11-12.9a

### **Unit 3: Thematic Study of Loss (Pacing – 15 Days)**

#### **Why Is This Unit Important?**

Throughout this unit of study, students will read at least fifteen separate narrative voices, each constructed as an internal monologue. The overarching theme bridging all works will be trust: who is saying what, what is that individual's motivation, who is telling the truth, is anyone lying and what is actually going on? This will enable students to analyze texts, infer beyond what is presented literally, derive true meaning out of experience and parse out truth from their own experiences. The Big Ideas embedded in this unit of study include:

- Writers utilize perspective or point of view, among other methods of characterization, to fully develop characters.
- A writer can develop characters to complement one another or as a foil for each other; readers may connect to or reject a character in a work of literature as well.
- Reading works of literature is an active process that requires one to read carefully, analyze thoughtfully and infer beyond the text.

#### **Enduring Understandings:**

- A novel is a carefully crafted work; nothing in a novel is happenstance.
- Novels may inform, criticize, enlighten, as well as entertain. An author's purpose must be considered when analyzing and criticizing a text.
- Loss is an overarching theme applicable to many literary works; it is also a theme applicable to the life of a reader.
- The specific elements of a work of literature and the conscious choices made by the author, specifically and significantly impact the meaning of the work as well as the connections made by the reader to the work. It is a reader's responsibility to read actively, recognize these elements and analyze the work to recognize the development of theme.

#### **Essential Questions:**

- How powerful is language? What makes certain language 'powerful'?
- Does perspective alter truth? Does perspective alter reality?
- Why is voice essential for identity?
- What is a hero? Is the definition developed during Unit 2: Heroes and Anti-Heroes the only definition? Is it still applicable to the works studied within this unit of study?

**Acquired Knowledge:**

- Loss is a literary theme to which many readers can relate; a reader's background knowledge and experience provides a perspective for reading works with such a theme.
- There are elements of culture and humor that apply to different peoples and regions.
- Writers use different narrative strategies including stream of consciousness, interior monologue, voice, direct conflict, indirect conflict, logical fallacy, journey, various archetypes and use of italics.
- Literary devices include simile, metaphor, personification, apostrophe, diction, imagery and symbols.
- There are varied definitions of a modern hero.

**Acquired Skills:**

- Identify the differing narrators and examine each character's developing characterization from his/her own chapter as well as from the description provided by other narrators.
- Define archetypes and archetypal characters.
- Compare and contrast themes in given chapters with narrative voices and examples of poetry.
- Compare themes across works beyond chapters to other literary works including poetry.
- Identify examples of literary elements in a given passage including simile, metaphor, personification, apostrophe, diction and imagery and explain the effectiveness of the author's and the speaker's use of those elements.
- Analyze author's style choices, specifically explaining the function of italicized sections.

**Assessments: Suggested assessments, but not limited to those listed****Formative:**

- Class Discussions
- Teacher and peer conferences

**Summative:**

- AP modeled multiple choice questions, short answer and essay analyzing a given passage from the novel *As I Lay Dying* by William Faulkner

**Benchmark:**

- Compose a written, detailed character analysis, discussing the divergent viewpoints present in different works related to loss.

### **Core Instructional Materials:**

- *As I Lay Dying*, William Faulkner
- Poems including, but not limited to, the following: "Come Forth", Wendell Berry; "Some Things, Say the Wise Ones", Mary Oliver; Bishop, "One Art"; Thomas, "Do not go gentle into that good night"; Hopkins, "Spring and Fall"; Housman, "When I was one-and-twenty"; Eliot, "The Love Song of J. Alfred Prufrock"

### **Interdisciplinary Connections:**

- To fully understand subtle elements in Faulkner's *As I Lay Dying*, learning about the culture of the South would help a reader gain perspective.
- Historical background and social context related to poems studied within this unit would help as well.
- The theme of loss is present in music and can be studied through the arts.

### **Technology Connections:**

- Excerpts from the video adaptation of *As I Lay Dying* can be used to help students meet Standard RL.11-12.7 (analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text). It is important to note that the video is not to be shown in its entirety; age-appropriate scenes should be selected specifically to meet the learning objective specified here.
- Many different activities, summaries, quizzes and essay questions are available through a simple Google search (i.e., Sparknotes, Cliffnotes, etc.)
- Listen to audio or read Faulkner's Noble Prize Acceptance Speech at [http://nobelprize.org/nobel\\_prizes/literature/laureates/1949/faulkner-speech.html](http://nobelprize.org/nobel_prizes/literature/laureates/1949/faulkner-speech.html)
- William Faulkner on the web at <http://www.mcsr.olemiss.edu/~egjbp/faulkner/faulkner.html>
- A PDF version of *As I Lay Dying* is available online if students need to download a copy to be read at home ([http://blogs.harrisonhigh.org/jasenda\\_league/As%20I%20Lay%20Dying%20Full%20Text.pdf](http://blogs.harrisonhigh.org/jasenda_league/As%20I%20Lay%20Dying%20Full%20Text.pdf))
- The full audio of *As I Lay Dying* can be downloaded at <https://archive.org/details/AsILayDyingFullTextWILLIAMFAULKNER>

### **Accommodations/Modifications/Extensions:**

- The full audio of *As I Lay Dying* can be downloaded at <https://archive.org/details/AsILayDyingFullTextWILLIAMFAULKNER>.
- Students can be assigned different chapters, thus different perspectives, to read. Differentiation can be teacher directed or student selected and it can be based upon student reading level or student interest.
- Students can be provided a graphic organizer to utilize when reading an assigned text or section of a text to help them focus on key ideas. Such a graphic organizer can be assessed and can then be used to support students on a more formal class assessment.
- Teachers can adopt and utilize different versions of the same text and can differentiate the reading materials to meet students' need.
- Differentiated class assignments will help to meet the needs of various learners.
- Any student with an accommodation specified in a 504 Plan or an IEP must have those accommodations met in the classroom and on the AP exam. Preferential seating, use of a computer and extended time are often accommodations granted to students; if you have a student with such accommodations, it is best to have him or her utilize the accommodation every time a practice exam is given to help prepare him/her for the true testing situation.

### **Common Core Standards for English Language Arts:**

- Reading Standards for Literature: RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.7, RL.11-12.10
- Writing Standards: W.11-12.2a-2f, W.11-12.3a-3e, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.9a

## **Unit 4: Dystopian Literature (Pacing – 15 Days)**

### **Why Is This Unit Important?**

Students will have previously studied dystopian literature as part of the English II curriculum, so they should be familiar with the general characteristics of a dystopian novel. Students will use their recollections of these literary works to provide continuous comparisons and contrast to the makeup of the dystopia in additional texts including, but not limited to *Brave New World* (Huxley). The Big Ideas embedded throughout this unit include:

- It is important to analyze what happens, to both the individual and to society, when different worlds collide in order to avoid the negative consequences that have repeated throughout history.
- Students must decipher what it is like to view the world through the eyes of someone different than themselves.

### **Enduring Understandings:**

- Dystopian literature is often a commentary on our society and a speculation about what our society might look like if its members are not alert.
- As technologies have developed, individuals have come to rely upon them, changing their lives to the extent that many consider them necessities rather than luxuries; this dependence can sometimes strip an individual of some of the things that make one human.
- Striking a balance between what is good for an individual and what is good for society is a concern in democratic nations.

### **Essential Questions:**

- To what extent is society controlled by technology and science? How is this control both good and bad?
- How is consumerism both beneficial and harmful to society?
- Are truth and happiness incompatible?
- What roles do individuality and family have in society? Are they necessary?
- What happens to individuals and individuality when different cultures come in contact with one another?
- In history, how has contact between cultures resulted in positive outcomes? What have been the negative outcomes?
- How can gender, race, age, or culture define a person's role in society?
- How can a person successfully define him/herself as an individual?

### **Acquired Knowledge:**

- Dystopian novels often include historical figures and facts to allow a reader to infer meaning and theme beyond the text (e.g., Henry Ford, Pavlov, Freud, the Model T). Each historical reference influences the society presented in the novel as the person or event actually influenced the society of the historical time period.
- The technological advances imagined by the writers of dystopian literature often compare with technological advances realized by societal progress.
- Propaganda and propaganda techniques serve as mechanisms behind the political and social aspects of dystopian literature.

### **Acquired Skills:**

- Analyze and evaluate present day society in terms of the 'warnings' presented in dystopian literature.
- Compare and discriminate between ideas presented in the book and those obtained through additional reading to determine each student's feelings about consumerism, science, technology, truth, happiness and the role of the individual and of the family.
- Define literary elements of the novel including point of view, setting and characterization while developing an understanding of how these devices impact the overall theme.

### **Assessments: Suggested assessments, but not limited to those listed**

#### Formative:

- Class Discussions
- Teacher and peer assessments

#### Summative:

- Creative writing assignments and/or presentations (e.g., compose a radio interview to 'report' upon events presented in the dystopian work; assume the identity of a person in the novel, going back in future time)
- Persuasive writing to propose a solution to conflicts presented in the work

#### Benchmark:

- Dystopian Literature: an AP-modeled assessment

### **Core Instructional Materials:**

- *Brave New World* by Aldous Huxley
- "In Memory of My Dear Grandchild, Elizabeth Bradstreet, Who Deceased August "1665 Being a Year and Half Old" by Anne Bradstreet
- From "A Letter to John Adams" by Thomas Jefferson
- From "Thanatopsis" by William Cullen Bryant
- "Crossing the Bar" by Alfred, Lord Tennyson
- "Do Not Go Gentle into That Good Night" by Dylan Thomas
- *Harrison Bergeron* by Kurt Vonnegut
- *The Winner* by Donald E. Westlake
- From *Utopia* by Thomas More
- *Ex-Basketball Player* by John Updike
- *Trees* by Joyce Kilmer
- *The Cave* by Plato

### **Interdisciplinary Connections:**

- Analyze commentary and criticism of events of the era in which the novel was composed and presented in the written work.
- Connection to contemporary issues provides opportunity for students to read nonfiction texts related to modern society and make connections between it and the ideas presented in the novel. Such ideas can also connect to information discussed in history class (i.e., some would argue the Patriot Act).

### **Technology Connections:**

- Helpful websites:
  - Brave New World? A Defense of Paradise-Engineering at <http://www.huxley.net/>
  - Full copy of the text available online at <http://www.huxley.net/bnw/>
  - Sparknotes for Brave New World at <http://www.sparknotes.com/lit/bravenew/>
    - NOTE: This information is accessible to students as well, so while it is an excellent resource, the information obtained on this site should not be used to assess comprehension or analytical abilities as students can obtain answers from this site rather than produce original thinking.
- YouTube Video: Aldous Huxley on *Brave New World* and *Nineteen Eight Four* at [www.youtube.com](http://www.youtube.com) (not accessible through school network)

**Accommodations and Modifications:**

- The full text of *Brave New World* is available online at <http://www.huxley.net/bnw/>. This provides students the opportunity to upload the text to an iPhone and have it read aloud using iPhone technology.
- Students can be provided a graphic organizer to utilize when reading an assigned chapter to help them focus on key ideas. Such a graphic organizer can be assessed and can then be used to support students on a more formal class assessment.
- Audio books are available for students who would benefit from an audio version of *Brave New World*.
- Differentiated class assignments will help to meet the needs of various learners.
- Any student with an accommodation specified in a 504 Plan or an IEP must have those accommodations met in the classroom and on the AP exam. Preferential seating, use of a computer and extended time are often accommodations granted to students; if you have a student with such accommodations, it is best to have him or her utilize the accommodation every time a practice exam is given to help prepare him/her for the true testing situation.

**Applicable New Jersey Student Learning Standards for English Language Arts:**

- Reading Standards for Literature: RL.11-12.1. RL.11-12.2. RL.11-12.3. RL.11-12.4. RL.11-12.5. RL.11-12.6. RL.11-12.10
- Writing Standards: W.11-12.4, W.11-12.9a

## **Unit 5: Thematic Study of Revenge and Madness (Pacing – 15 Days)**

### **Why Is This Unit Important?**

It is essential for students of this age to determine how community and identity are an unavoidable part of the human experience by reading, listening, viewing, writing and speaking. As students begin to forge their way into adulthood and the many trials and tribulations of independence, it is essential they understand that the manner in which a person faces conflict reveals the nature of his or her character and that conflict itself may be an agent for positive or negative change. A person's point of view, often developed through both experience and secondary observation, affects how that person deals with conflict and change. Through this unit of study, students will explore the idea of character development through conflict resolution and conflict as an agent for change as they read books sharing a common theme involving revenge and madness. Students will read Shakespeare's *Hamlet* as well as other short and longer works, synthesizing character development and conflict resolution across texts.

### **Enduring Understandings:**

- A character's individual perspective is limited.
- Much of our lives are built upon uncertainties and unknown quantities that are taken for granted when people act or when they evaluate the actions of another.
- The cost of vengeance may be great.
- Shakespeare's themes and stories are timeless and still appeal to readers nearly 400 years after his death.
- Communication often includes implicit information as well as explicit information.

### **Essential Questions:**

- How can uncertainties and conjecture influence one's actions?
- What is the price of revenge? Is revenge ever justifiable?
- How is one's understandings limited by his/her perceptions?
- How does an individual attempt to define his motives and ideas in relation to the world?
- How does appearance differ from reality?
- Is Hamlet 'crazy'?

**Acquired Knowledge:**

- The development of characters and the progression of a plot lead to the development of the theme in *Hamlet*. This theme can be compared across texts by analyzing character development and conflict resolution.
- Literary terms such as tragedy, soliloquy, foreshadowing, foils, imagery and symbolism must be understood to fully comprehend and appreciate this work.
- Subtext and choices by actors and directors can influence an audience's understanding of and perception of drama.

**Acquired Skills:**

- Evaluate how characters' perceptions and understandings influence their actions.
- Develop an appreciation for Shakespeare's use of language by analyzing his use of and play with language.
- Understand that the text of *Hamlet* is a script containing textual and sub-textual signals, identify such signals and explain how they contribute to the drama itself.
- Learn and use several close-reading techniques.
- Identify the themes presented in the work and recognize them as universal themes, connecting them to other works, historical issues and contemporary society.

**Major Assessments:**

- Complete a timeline of events between 'King Hamlet dies' and 'Fortinbras is named king'.
- Students will complete an in-class timed writing modeled after a past AP Open-Ended response questions (benchmark).
- Soliloquy Analysis (i.e., analyze Hamlet's "To be or not to be" soliloquy from both Shakespeare's writing and from the Kenneth Branagh's "Hamlet"; follow-up activities could include additional analyses of the soliloquies in Act I.ii; Act II.ii; Act III.ii; Act III.iii; Act IV.iv).
  - Extended Essay Response (i.e., Describe and analyze five characters from *Hamlet*; Is Hamlet mad? Explain what you feel is the climax or turning point in the play; Is Hamlet a hero?).
  - Group work to prepare for Socratic discussion (i.e., identify themes and motifs; What effect do they have on the play? How does each character aptly describe as a foil for Hamlet?).

**Core Instructional Materials:**

- *Hamlet* by William Shakespeare
- *Cask of Amontillado* by Edgar Allen Poe
- *Lady of Shallot* by Alfred Lord Tennyson
- Articles: "The Real or Assumed Madness of Hamlet" by Simon Blackmore; "Hamlet and his Problems" by T.S. Eliot.

**Supplemental Instructional Materials:**

- Kenneth Branagh version of *Hamlet*

**Interdisciplinary Connections:**

- Students can research or read informational texts related to the Elizabethan Era, such as the philosophies espoused during the time period and/or the political perspectives that were presented in the play.

**Technology Connections:**

- Film "Hamlet" (Castle Rock Productions, 1996)

**Accommodations and Modifications:**

- The film version of *Hamlet* (Castle Rock Productions) can be shown to students to help with visualization and to help them understand the language spoken in the text. It is important to note that the film should be shown to supplement the reading of *Hamlet* and to help students meet Common Core Standard RL.11-12.7 (analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text), not as a replacement.
- Allowing students to perform the drama helps students with interpretation.
- Differentiated class assignments will help to meet the needs of various learners.
- Any student with an accommodation specified in a 504 Plan or an IEP must have those accommodations met in the classroom and on the AP exam. Preferential seating, use of a computer and extended time are often accommodations granted to students; if you have a student with such accommodations, it is best to have him or her utilize the accommodation every time a practice exam is given to help prepare him/her for the true testing situation.

**Applicable New Jersey Student Learning Standards for English Language Arts:**

- Reading Standards for Literature: RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.7, RL.11-12.10
- Writing Standards: W.11-12.4, W.11-12.9a

## Sample Standards Integration

### **21<sup>st</sup> Century Skills & Career Readiness Practices:**

#### **CRP2. Apply appropriate academic and technical skills.**

In Advanced Placement Literature, students must apply appropriate academic and technical skills. Students are taking a college level class where communication and higher academic expectations are paramount. In unit 2, students understand that language changes over time, as influences such as cultural migration and people's usage of words change to fit their needs. Students learn that significance of the power of the author's language and the significance of the author's perspective. These academic skills will help students beyond the academic setting and will help them be productive members in the workplace.

### **Technology Integration:**

#### **8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.**

Throughout the grade 12 AP English course, students are producing multiple writing pieces across several genres. Work collected in the portfolio may also include Power Point Presentations and other types of assignments. Students keep all of their work in a digital portfolio for the duration of the course. Many teachers use Google classroom for students to maintain and edit their portfolio. Using this platform allows for students to share their work with teachers and other students. Students reflect on their work throughout the semester and keep reflections on their body of work in the portfolio.

### **Interdisciplinary Connection: Social Studies**

#### **6.1.12.D.6.c Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.**

In unit 1, Advanced Placement students study Feminist Literature. Throughout the unit, it is imperative that students understand the political and social situation surrounding each text read during this course of study. Without understanding the historical context in which each work was written, students will not fully understand the themes presented in the works. Students need to understand the characteristics of the women's movement through the years from the turn of the nineteenth century to present day; they can further explain how those characteristics contributed to the commentary and criticism present in the works of female awakening.