



Marietta City Schools
2024 - 2025 District Unit Planner

AP Literature and Composition

Unit title	<i>Seminar 5 Poetry and Short Fiction</i> Let's Get Magical and Metaphysical with Figurative Association: Magical Realism in Short Fiction, and Conceits in the Poetry of John Donne	Unit duration (hours)	<i>25 hours (5 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**

Setting **SET**

Structure **STR**

Narration **NAR**

Figurative Language **FIG**

Literary Argumentation **LAN**

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

Priority 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.B** Explain the function of a character changing or remaining unchanged.
- **1.D** Describe how textual details reveal nuances and complexities in characters' relationships with one another.

Figurative Language 1 - Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

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

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

Literary Argumentation 1 - Readers establish and communicate their interpretations of literature through arguments supported by textual evidence. **(ELAGSE11-12W1)**

- **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- **7.E** Demonstrate control over the elements of composition to communicate clearly.

Support Standards Unit Learning Targets:

Setting 1 - 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.

Structure 1 - 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.A** Identify and describe how plot orders events in a narrative. **(ELAGSE11-12RL3)**
- **3.B** Explain the function of a particular sequence of events in a plot. **(ELAGSE11-12RL5)**
- **3.C** Explain the function of structure in a text.
- **3.D** Explain the function of contrasts within a text

Narration 1 - A narrator's or speaker's perspective controls the details and emphasizes 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.

Essential Questions

How might structural patterns inform emphasis, comprehension, and/or interpretation?

What is the function of symbolism to literary complexity?

How do conceits develop complex comparisons?

What is the connection between setting and symbolism?

What is the function of figurative language in communicating significant ideas?

What elements affect sophistication of literary arguments?

How do you know when the evidence provided for an analytical interpretation is sufficient and/or effective?

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: Symbolism analysis chart

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

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

Common Formative Assessment #3:

Narrative Pacing Thinking MAP

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 #4: Character Analysis and Plot review

Develop textually substantiated arguments about interpretations of part or all of a text.

Priority AP Literature Big Ideas and Skills Addressed: CHR 1.A, 1.B, 1.D, 1.E

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

Summative Assessment(s):

- In-class Poetry Analysis Essay on Cold Read Poem

Priority AP Literature Big Ideas and Skills Addressed: LAN 7.B, 7.C, 7.D, 7.E

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

- Literary Analysis of Short Story

Priority AP Literature Big Ideas and Skills Addressed: LAN 7.B, 7.C, 7.D, 7.E

Supporting AP Literature Big Ideas and Skills Addressed: STR 3.D

- **Literary Analysis of a drama - King Lear** (*used for poetic structure*)

Priority AP Literature Big Ideas and Skills Addressed: FIG 5.A, 5.B,

Supporting AP Literature Big Ideas and Skills Addressed: STR 3.A, 3.E

- 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 All information included by PLC in the differentiation box is the responsibility and
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		ownership of the local school to review and approve per Board Policy IKB.
<p>CLE 1: Deepen Understanding DOK 3 Application and Analysis (Basic and Strategic Reasoning)</p>	<ol style="list-style-type: none"> 1. Teachers will review background knowledge of contrasts, symbolism, and pacing. 2. Teachers will provide multiple mini-lessons on the function of contrast in juxtaposition, situational/verbal irony, and paradox. 3. Teachers will assign various poems for annotation by students after instruction around the concepts of symbolism, juxtaposition, allusion, metaphor, and conceits. 4. Students will be assigned annotation focuses around the function of punctuation, symbolism, juxtaposition, metaphors, and allusions. 5. Students will cold read a poem to examine the function of conceits to make complex comparisons between the natural world and an individual. 6. Students will produce an initial claim regarding either conceit or symbolism, provide evidence, and appropriate defense through a draft Literary Analysis Paragraph (LAP.) 7. Students will peer review the analysis using the Prose AP Rubric, rows A and B. 8. Teacher will provide individual and trended feedback on LAP. 9. Students will write an in-class analysis essay on conceit and symbolism, juxtaposition, or allusion based on an unreviewed poem. 	<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. ● Partners to discuss and refine thinking before sharing with a full group. ● Mini-lessons on annotation will be delivered as needed ● Gradual release for converting simplistic claims to sophisticated claims.
<p>CLE 2: Evaluating Structural Effect DOK 2 Application and Analysis (Basic and Strategic Reasoning)</p>	<ol style="list-style-type: none"> 1. Students will recall the function of a narrator and setting from previous units. 2. Teacher will facilitate a lesson that focuses on the function of symbols and motifs in order to explain how comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text. 3. Students will read a short story to note how symbols and motifs are used and how they function to shift meaning, and track those observations in a hexagonal mind map. 4. Teacher will facilitate learning around how an author arranges a text, with an intentional focus on narrative pacing. 5. Students will read a series of short stories (one assigned to all classes, one assigned to select students based on data) in order to analyze how narrative pacing may evoke an emotional reaction in the readers based on order, relationships between information, and the significance thereof. 6. Select students will be designated as “experts” in analyzing symbolism, and others as “experts” in contrasts. In contrasting pairs, the students will lead a discussion about the symbolic settings in their assigned short story, and help their partner understand how the setting contributes to symbolism. 7. Before they draft a literary argument about an interpretation of a short story, have 	<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.

students outline their theses, lines of reasoning, and evidence. Review their outlines and determine whether the students' selected evidence supports their reasoning. Based on information from the outline, provide feedback by asking probing questions to help students determine whether their interpretations and reasoning might require revision.

Common Content Resources

Common Anchor Text (s)

Etgar Keret's "The Story About a Bus Driver Who Wanted to be God" and "Hole in the Wall"

Various Poems by John Donne, including "The Sun Rising", "A Valedictorian: Forbidding Mourning" and "The Flea"

Common Supplemental/Ancillary Text (s)

"King Lear" William Shakespear

Aimee Bender's "The Rememberer"

Alvin Park's "Whale Fall"

Gabriel García Márquez's "A Very Old Man with Enormous Wings"

Etgar Keret's "Hole in the Wall"

William Shakespeare's "Sonnet 97"

Emily Dickinson's "Hope is the Thing with Feathers"

Frank O'Hara's "To The Harbor Master"

Adrienne Rich's "Diving Into the Wreck"

Margaret Atwood's "Habitation"

Common Media Text (s)

AP Skill 7.D Daily Video (Sophisticated Claim Development)

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

