



Marietta City Schools
2024-2025 District Unit Planner

AP Literature and Composition

Unit title	Unit duration (hours)	
<i>Seminar 6 Longer Fiction/Drama II</i> Let's Get Metaphysical with Figurative Association: Conceits	25 hours (5 weeks)	

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

Structure **STR**

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:

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.C** Explain the function of structure in a text.. (ELAGSE11-12RL3)
 - Ideas and images in a poem may extend beyond a single line or stanza.
 - Punctuation is often crucial to the understanding of a text
 - When structural patterns are created in a text, any interruption in the pattern creates a point of emphasis.
- **3.D** Explain the function of contrasts within a text. (ELAGSE11-12RL5)
 - Juxtaposition may create or demonstrate an antithesis.
 - Situational or verbal irony is created when events or statements in a text are inconsistent with either the expectations readers bring to a text or the expectations established by the text itself.
 - Paradox occurs when seemingly contradictory elements are juxtaposed, but the contradiction—which may or may not be reconciled—can reveal a hidden or unexpected idea.

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

- **6.B** Identify and explain the function of a metaphor.
 - A conceit is a form of extended metaphor that often appears in poetry. Conceits develop complex comparisons that present images, concepts, and associations in surprising or paradoxical ways.
 - Often, conceits are used to make complex comparisons between the natural world and an individual.
 - Multiple comparisons, representations, or associations may combine to affect one another in complex ways.
- **6.D** Identify and explain the function of an allusion.
 - Because of shared knowledge about a reference, allusions create emotional or intellectual associations and understandings.

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.
 - A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.
- **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
 - More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.
- **7.E** Demonstrate control over the elements of composition to communicate clearly.
 - Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference.
 - Note: Students are not expected to use a specific attribution style (like MLA) within the timed essays on the AP Exam, but should follow such guidelines for any extended papers

Support Standards Unit Learning Targets:

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.

Literary Argumentation 1 - Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

- **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

Essential Questions

How does the interpretation of a poem's parts inform an interpretation of the whole?

How might ambiguity in language and/or unrealized expectation contribute to irony?

What are the elements of a conceit?

What different contrasts exist when analyzing a text's language and structure? How do they convey meaning?

- What are the relationships between characters, and how do these relationships impact the story?
- How do characters' actions and words reveal their values, beliefs, and motivations?
- How does the author use foreshadowing, flashbacks, or other narrative techniques to create suspense or reveal information?
- How does the author's point of view shape the reader's perspective and understanding of the story?
- What are the main themes explored in the novel, and how are they developed throughout the story?

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:

Literary Analysis Paragraph Draft on Extended Metaphors

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

Supporting AP Literature Big Ideas and Skills Addressed: FIG 5.D, FIG 6.A

Common Formative Assessment #3:

Poetry Analysis Graphic Organizer

Common Formative Assessment #4:

Discussion questions and Socratic Seminars

Priority AP Literature Big Ideas and Skills Addressed: STR 3.C, STR 3.D

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

Summative Assessment(s):

- Timed Literary Analysis on Contrasts, Conceits, and Irony

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

Supporting AP Literature Big Ideas and Skills Addressed: LAN 7.A, FIG 5.C, FIG 5.D

- 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 ownership of the local school to review and approve per Board Policy IKB.
CLE 1: Recall and Expound DOK 1, 2 Knowledge, Understanding, and Application	<ol style="list-style-type: none"> 1. Teachers will gauge retention of previous taught concepts of metaphor, simile, symbol, and imagery 2. Teachers will provide multiple mini-lessons on claim, evidence, and defense, using anchor text as a resource for text analysis. 3. Teachers will model close reading to focus on specific textual details that 1) an 	<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.

	<p>antithesis created or demonstrated through juxtaposition and, 2) reveal paradox through seemingly contradictory, juxtaposed elements.</p> <ol style="list-style-type: none"> Students will examine anchor text(s) for strong textual details that reveal intricacies about the ideas and images in a poem. Teacher will provide a mini lesson regarding simplistic and sophisticated claims. Students will produce an initial claim regarding either contrast or conceit, provide evidence, and appropriate defense through a draft Literary Analysis Paragraph (LAP.) Students will peer review the analysis using the Poetry AP Rubric. Teacher will provide individual and trended feedback on LAP. Students will analyze anchor text for alternate choice (contrast or conceit)) for the same text, and submit both responses, the one that received peer review and teacher feedback, and the independent writing. 	<ul style="list-style-type: none"> 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"> Students will recall difference between simplistic and sophisticated claims Teachers will facilitate review of (plot) structure with students and provide mini-lesson on structure (3.C). Students will read anchor text where a deviation from a pattern within a poem (structure) may lead to a point of emphasis. Students will participate in discussions how the author's use of irony and metaphor produces a specific effect in the reader Students will evaluate the efficacy of pattern and punctuation and how they produce an effect in the reader. Students will draft a LAP regarding the function of structure in the text by producing a claim, providing evidence, and defending the evidence in relation to the claim. Students will receive peer review and teacher feedback on their draft LAP. Students will draft a LAP regarding the function of contrast on the shift in the text by producing a claim, providing evidence, and defending the evidence in relation to the claim. Students will receive peer review and teacher feedback on their draft LAP. Students will analyze additional anchor text for the function of structure and 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.) 	<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.
<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"> Teachers will facilitate discussion regarding the difference between the function of a narrator and a character. Teacher will conduct mini-lessons of shifts and tension. Teacher and students will read a selected text and co-construct a t-chart to list examples of shifts and tension and how they connect to conceits to produce an 	<p>In addition to all listed above, teacher will provide more specific feedback with student conferences.</p>

	<p>effect on the reader.</p> <ol style="list-style-type: none"> Students will facilitate academic discourse to discuss multiple examples of shifts and tensions connecting to conceits through a student led discussion (family dinner). Students will draft a LAP regarding the function of the conceit, the function of irony, and the impact of both on other elements in the text by producing a claim, providing evidence, and defending the evidence in relation to the claim. Students will receive peer review and teacher feedback on their draft LAP. Students will choose their strongest pieces of writing within this unit to add to their CommonPlace book project. Students will reflect on how their skills were deconstructed or stretched to reach a sophisticated claim and works of interest. 	
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Common Content Resources

Common Anchor Text (s)

"Jane Eyre" by Charlotte Bronte

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

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 Supplemental/Ancillary Text (s)

Student Selected Independent Novel

Thomas Hardy's "The Convergence of the Twain"

Emily Dickinson's "I felt a Funeral, in my Brain"

Emily Lazarus's "The New Colossus"

C.P. Cavafy's "Ithaka"

P.K. Page's "The Landlady"

Common Media Text (s)

AP Skill 8: Skill 3.C Daily Video 1 (Extended Imagery & Meaningful Punctuation)

AP Skill 8: Skill 3.C Daily Video 2 (Pattern Disruptions)

AP Skill 8: Skill 3.D Daily Video 1 (Contrasts through Juxtaposition and Antithesis)

AP Skill 8: Skill 3.C Daily Video 2 (Literary Paradox)

AP Skill 8: Skill 5.B Daily Video 1 (Connection between Ambiguity and Complexity)

AP Skill 8: Skill 5.B Daily Video 2 (Connection between Symbols and Speaker's Perspective)

AP Skill 8: Skill 6.B Daily Video 1 (Conceits)

AP Skill 8: Skill 6.B Daily Video 2 (Layered Comparison)

AP Skill 8: Skill 6.D Daily Video 1 (Allusions & Emotional Response)

AP Skill 8: Skill 7.C Daily Video 1 (Poetic Interpretation in Broad Context)

AP Skill 8: Skill 7.E Daily Video 1 (Use of Direct and Indirect Evidence)

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