

Unit 1: Criticism	UEQ: How does approaching a text from a critical perspective reveal new insights?
Approximate Timeline: 12-14 weeks	Identified Resources: Culler, Jonathan. <u>Literary Theory: A Very Short Introduction</u> . Oxford: Oxford UP, 1997. Print. Short Story to be selected at teacher's discretion: James Joyce's "The Dead" suggested for Honors Novel to be chosen at the discretion of the teacher: <i>Catcher in the Rye</i> by J.D. Salinger; <i>Catch-22</i> by Joseph Heller; <i>Lord of the Flies</i> by William Golding; <i>Beowulf</i> translated by Burton Raffel; <i>Frankenstein</i> by Mary Shelley Prestwick House's Multiple Critical Perspectives for Chosen Novel

PA Focus Standards	Common Core Learning Statements (Transposed to LEQs on Lessons)	Student Activity
Reading Informational Text 1.2 Students read, understand, and respond to information text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. Reading Literature 1.3 Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. Writing 1.4 Students write for different purposes and audiences.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3) By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range; by the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. (RI.11-12.10) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)	Read and comprehend chapter 1 of Culler's <i>Literary Theory: A Very Short Introduction</i>. Compare and contrast the reading process with and without the application of literary theory. Use evidence from Culler's text to explain how reading a text through the lens of a literary theory differs from the close reading they have previously done. (RI.11-12.3, RI.11-12.10) Reflect on commonalities between previously read texts that are considered "literature" to generate a definition of "literature." Read Culler's "Chapter 2: What Is Literature and Why Does It Matter?" Develop a class consensus for the definition of literature. Apply this definition to two untitled excerpts to establish which text fulfills the criteria of literature. Organize textual evidence to support an original thesis. (RL.11-12.5,

Students write clear and focused text to convey a well-defined perspective and appropriate content.		RI.11-12.2, SL.11-12.1, SL.11-12.4, W.11-12.2)* <i>Can also be done as part of the Discourse Unit</i>
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1)	Teacher will model application of literary theories to novel of choice. Students will apply modeled to practices a fairy tale of choice. Analysis of fairy tale will include an explanation of the literal and figurative meanings of the story and theory will be applied where the text leaves matters uncertain. (RI.11-12.1, RI.11-12.2, W11-12.1)
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1)	
	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (RI.11-12.3)	Track the setting, plot elements, and characterization as the novel of teacher choice progresses (via study guide, reading log, class notes, or other relevant method). (RI.11-12.2, RI.11-12.3, SL.11-12.4, W.11-12.1)
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content: 1) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 2) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 3) Use appropriate and varied transitions and syntax to link the major sections of	<i>Research:</i> Choose, read, and research the background of a fairy tale and literary theory. Apply the concepts of the chosen theory to the fairy tale. Organize conclusions into a multi-media presentation that will reinforce an oral presentation. (RI.11-12.1, RI.11-12.3, SL.11-12.1, SL.11-12.4, W.11-12.2)

	the text, create cohesion, and clarify the relationships among complex ideas and concepts. 4) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 5) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 6) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.) (W.11-12.2) *Standards 1-5 above should be delivered for this activity and throughout the unit in the form of mini-lessons that are driven by student work.	
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