



Marietta City Schools
2024-2025 District Unit Planner

AP Literature & Composition

Unit title	<i>Unit 2</i> Analyzing Comparisons and Representations	Unit duration (hrs)	<i>3 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**
Structure **STR**
Figurative Language **FIG**
Literary Argumentation **LAN**

Required AP Literature Big Ideas and Skills: CHR 1.A, STR 3.C, STR 3.D, FIG 5.B, FIG 6.A, FIG 6.B, LAN 7.A

Priority Standards Unit Learning Targets:

CHR-1

Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

STR-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 texts reveal information are all structure choices made by a writer that contribute to the reader's interpretation of a text.

FIG-1

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

LAN-1

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

Essential Questions

1. How should one approach poetry differently than prose? What, if any, methods could be used for both?
2. How does the structure of poetry contribute to meaning and interpretation?
3. In what way do patterns in poetry contribute to meaning and interpretation?
4. In what ways do comparisons contribute to specific interpretations?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Free-Response Question: Poetry-

FOCUS: Justifying a Thesis through a Line of Reasoning William Shakespeare "Sonnet 73"

Joy Harjo

"Perhaps the World Ends Here"

Multiple-Choice Questions: Prose Fiction

W. E. B. Du Bois

from "The Comet"

Multiple-Choice Questions: Poetry

Walt Whitman

"A Noiseless Patient Spider"

Summative Assessment(s):

Unit 2 Mini Exam from Test Bank

Defensible Thesis Statement

AP Classroom MCQ Assessment

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Big Idea Workshop: Character	<ul style="list-style-type: none">● Teacher will provide direct instruction on perspective and bias.● We will read “On Listening to Your Teacher Take Attendance” by Aimee Nezhukumatathil and annotate the text based on the following essential questions:<ul style="list-style-type: none">- Which words, phrases, and details contribute to a character’s characterization?- How is a character described physically, emotionally, and/or psychologically?- Which aspects of a character’s background contribute to how the character perceives his or her world?- What drives the character to think, feel, and/or act in the manner he or she does?● Students will read “Verses Upon the Burning of our House” by Anne Bradstreet and annotate. We will discuss the text and annotation as a class.	<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.● Annotations will be monitored for text comprehension● Gradual release for converting simplistic claims to sophisticated claims.
Big Idea Workshop: Structure	<ul style="list-style-type: none">● Teacher will provide direct instruction on shifts and contrasts● We will read “Snapping Beans” by Lisa Parker, annotating based on the following essential questions:<ul style="list-style-type: none">- How does a text’s organization and arrangement of ideas and details in lines, stanzas, sentences, paragraphs, chapters, or other sections of text contribute to a text’s structure?- How does a poem’s rhythm and/or rhyme contribute to its structure?- What is the organizing principle in a section of text that makes it a cohesive unit?- What is the relationship of a section of a text to the text’s setting, character, plot, conflict, point of view, thematic idea, or other literary elements?- What is the relationship of a section of a text to other sections of the text?	<ul style="list-style-type: none">● Collaborative Learning● Cooperative Learning● Choral Writing● Student constructed exemplar

	<ul style="list-style-type: none"> - What is the relationship of a section of a text to the text as a whole? - What are some striking contrasts in a text? - How do you identify contrasts, shifts, and juxtapositions in a text? - How might a contrast indicate a conflict of values? - What ideas, traits, or values are emphasized in a contrast? - How does a contrast contribute to complexity in a text? - How does a contrast contribute to meaning in a text? <ul style="list-style-type: none"> ● Students will read “Janet Walking” by John Crowe Ransom and annotate the text. We will discuss the text and annotations as a class. 	
<p>Big Idea Workshop: Figurative Language-Associations and Emphasis</p>	<ul style="list-style-type: none"> ● Teacher will provide direct instruction on associations and emphasis.. ● We will read “Death by Basketball” by Frank X. Walker and annotate the text based on the following essential questions: <ul style="list-style-type: none"> - Which repeated sound, word, or phrase in a text emphasizes an idea or association, and what is the emphasized idea or association? - How do you trace a referent to its antecedent, and how might ambiguous referents affect an interpretation of a text? - How do the relationships between adjectives and adverbs and the words they modify affect a reader’s interaction with the text? - How does the use of hyperbole and understatement convey a particular perspective of their subjects? - How do words and phrases create ambiguous meanings and invite multiple interpretations of a text? ● Students will read “It was Easier to Manage” by Arisa White and annotate. We will discuss the text and annotations as a class. 	
<p>Big Idea Workshop: Figurative Language-Comparisons</p>	<ul style="list-style-type: none"> ● Teacher will provide direct instruction on similes and metaphors. ● We will read “In This Place (American Lyric)” by Amanda Gorman and annotate the text based on the following essential questions: <ul style="list-style-type: none"> - Which two elements are being compared in a particular metaphor? - What is significant about the selection of the objects being compared and their particular traits, qualities, or characteristics? 	

	<ul style="list-style-type: none"> - How does a comparison through a metaphor contribute to meaning in the text? - How might the figurative meaning of a metaphor depend on the context in which it is presented? - How does an extended metaphor continue a comparison in several portions of text? - How does a metaphorical comparison contribute to the figurative meaning of a character, conflict, setting, theme, etc.? <ul style="list-style-type: none"> ● Students will read “she being Brand” by ee cummings and annotate. We will discuss the text and annotations as a class. 	
Literary Argumentation: Writing about Tone	<ul style="list-style-type: none"> ● Direct Instruction: Justifying a thesis through a line of reasoning 	

Content Resources

Anchor Texts:

Aimee Nezhukumatathil “On Listening to Your Teacher Take Attendance” (poem)

Anne Bradstreet “Verses upon the Burning of our House” (poem)

Lisa Parker “Snapping Beans” (poem)

John Crowe Ransom “Janet Waking” (poem)

Frank X Walker “Death by Basketball” (poem)

Arisa White “It was easier to manage” (poem)

Amanda Gorman “In This Place (An American Lyric)” (poem)

e.e. cummings “she being Brand” (poem)

Supplementary Texts:

John Donne “A Valediction: Forbidding Mourning” (poem)

Jon Loomis “Deer Hit” (poem)

Nafissa Thompson-Spires “Fatima, the Biloquist: A Transformation Story” (from The Heads of the Colored People)

Andrew Marvell “To His Coy Mistress” (poem)

Natasha Trethewey “Pilgrimage” (poem)

Sofia Romero “Cloud Nine” (short story)