



Marietta City Schools
2025-2026 District Unit Planner

AP Literature and Composition

Unit title	Unit 4: <i>Analyzing Perspectives</i>	Unit duration (hours)	<i>18 hours (4 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, SET 2.A, STR 3.C, STR 3.D, NAR 4.A, NAR 4.B, 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.

SET-1

Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

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.

NAR-1

A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

Essential Questions

1. What provokes a character to change or remain unchanged?
2. What are the comparable traits of a character before and after he or she changes?
3. To what degree does a character's changing constitute progress or decline?
4. How does a character's changing or remaining unchanged affect other elements of the literary work and/or contribute to meaning of the work as a whole?
5. How do details in a text convey or reveal one or more aspects of a setting (e.g., location, time of day, year, season, geography, culture)?
6. How does a text's organization and arrangement of ideas contribute to meaning?
7. How does narrative perspective affect the reader's understanding of events and characters?
8. How does a narrator's or speaker's perspective shape what readers know and experience?
9. How do literary devices contribute to a work's perspective and meaning?
10. How does irony function in literature to create meaning?
11. How do authors use structure and literary elements to create unity in their work?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Common Formative Assessment #1:

Free-Response Question: Literary Argument

FOCUS: Creating Unity through Commentary

Common Formative Assessment #2:

Multiple-Choice Questions: Prose
Ann Petry from *The Street*

Common Formative Assessment #3:

Multiple-Choice Questions: Poetry
Claude McKay "Harlem Shadows"

Common Formative Assessment #4:

Literary Argumentation: Writing about Point of View

Common Formative Assessment #5:

AP Exam Workshop - Prose Fiction Analysis

Summative Assessment(s):

- **Unit Assessment:** Unit 4 mini exam in the Test Bank
- Literary Argument Paragraph - Creating Unity through Commentary
- AP Unit 4 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.

<p>Big Idea Workshop: Character - Characters in Conflict</p>	<ol style="list-style-type: none"> 1. Teacher will provide direct instruction on character development and internal/external conflicts. 2. We will read "Gentleman of Río en Medio" by Juan A. A. Sedillo and annotate the text based on essential questions about character change, traits, and impact on literary meaning. 3. Guided practice with "A Good Man Is Hard to Find" by Flannery O'Connor. 	<ul style="list-style-type: none"> ● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps. ● Partners discuss and refine thinking before full group sharing. ● Monitor annotations for comprehension. ● Gradual release for sophisticated claim development.
<p>Big Idea Workshop: Setting - Mood and Atmosphere</p>	<ol style="list-style-type: none"> 1. Teacher will provide direct instruction on how setting creates mood and atmosphere. 2. We will read "A Law of Life" by Jack London, focusing on how setting details convey cultural values and contribute to meaning. 3. Guided practice with "A Rose for Emily" by William Faulkner. 	<ul style="list-style-type: none"> ● Utilize AP PPC questions for gap identification. ● Collaborative annotation and discussion. ● Monitor text comprehension through annotations. ● Scaffold development of sophisticated literary analysis.
<p>Big Idea Workshop: Structure - Archetypal Patterns</p>	<ol style="list-style-type: none"> 1. Teacher will provide direct instruction on archetypal patterns and structural elements. 2. We will read "A White Heron" by Sarah Orne Jewett, analyzing plot organization, event sequencing, and structural impact on meaning. 3. Guided practice with "Red" by Malinda Lo. 	<ul style="list-style-type: none"> ● Use AP PPC for instructional gap identification. ● Partner and group discussions for refined thinking. ● Monitor comprehension through annotations. ● Support progression from basic to sophisticated commentary.
<p>Big Idea Workshop: Narration - Narrative Perspective</p>	<ol style="list-style-type: none"> 1. Teacher will provide direct instruction on narrative perspective and point of view. 2. We will read "Girl" by Jamaica Kincaid, analyzing how narrator perspective shapes reader experience. 3. Guided practice with "Interpreter of Maladies" by Jhumpa Lahiri. 	<ul style="list-style-type: none"> ● Utilize AP PPC for retention assessment. ● Collaborative analysis and discussion. ● Monitor understanding through guided practice.

		<ul style="list-style-type: none"> ● Support development of advanced perspective analysis.
Ideas in Literature: Irony and Incongruity	<ol style="list-style-type: none"> 1. Teacher will model how to analyze irony in "A Modest Proposal" by Jonathan Swift with a focus on how authors use irony to create meaning and commentary. 2. Students will independently analyze irony in "Harrison Bergeron" by Kurt Vonnegut, and "Counterfactual" by Clint Smith with a focus on how authors use irony to create meaning and commentary. 	<ul style="list-style-type: none"> ● Independent practice with teacher conferencing. ● Differentiated text complexity. ● Peer collaboration opportunities. ● Choice in demonstrating understanding of ironic techniques.

Common Content Resources

Common Anchor Text (s)

"Gentleman of Río en Medio" by Juan A. A. Sedillo

"A Good Man Is Hard to Find" by Flannery O'Connor

"A Law of Life" by Jack London

"A Rose for Emily" by William Faulkner

"A White Heron" by Sarah Orne Jewett

"Red" by Malinda Lo

"Girl" by Jamaica Kincaid

"Interpreter of Maladies" by Jhumpa Lahiri

"A Modest Proposal" by Jonathan Swift

"Harrison Bergeron" by Kurt Vonnegut

"Counterfactual" by Clint Smith

from "An Essay on Criticism" by Alexander Pope

"The Match" from *The Nickel Boys* by Colson Whitehead

"The Bet" by Anton Chekhov

from *Wuthering Heights* by Emily Brontë

from *A House Made of Dawn* by N. Scott Momaday

from *The Street* by Ann Petry

"Harlem Shadows" by Claude McKay