



Marietta City Schools
2025–2026 District Unit Planner

AP Literature and Composition

Unit title	<i>Analyzing Incongruities</i>	Unit duration	<i>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 and Composition Big Ideas & Skills Categories](#)

Big Ideas:

STR 3.C: Explain the function of structure in a text.

STR 3.D: Explain the function of contrasts within a text.

FIG 5.B: Explain the function of specific words and phrases in a text.

FIG 5.C: Identify and explain the function of a symbol.

FIG 6.B: Identify and explain the function of a metaphor.

FIG 6.D: Identify and explain the function of an allusion.

LAN 7.B: Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

LAN 7.C: Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

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

LAN 7.E: Demonstrate control over the elements of composition to communicate clearly.

Essential Questions

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 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?

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?

Which object, action, or event represents an idea or concept beyond itself?

How can an object, action, or event represent multiple ideas or concepts?

Which symbol in a text is present in other texts, and how is the symbol's meaning(s) in this text similar to or different from its meaning(s) in other texts?

How do these symbolic objects, actions, events, characters, and settings contribute to a text's complexity and to the meaning of the work as a whole?

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?

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 allusion affect a reader’s experience with a text? What is the effect of an allusion on a reader who understands it? What aspects of meaning are lost by readers who fail to recognize or comprehend an allusion?

What are the logical reasons, inferences, and/or conclusions that justify your claim?

How do you develop commentary that does more than restate plot details?

How do you develop commentary that explicitly articulates your critical thinking and relationships among ideas rather than leaving it to readers to make inferences or connections on their own?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

Free-Response Question: Poetry

FOCUS: Writing Conclusions

Jericho Brown “Prayer for the Backhanded” (poem)

Langston Hughes “The Weary Blues” (poem)

Multiple-Choice Questions: Prose Alex Haley from Roots (excerpt)

Multiple-Choice Questions: Poetry Crystal Wilkinson “O Tobacco” (poem)

Summative Assessment(s):

AP Classroom MCQ

AP Classroom FRQ

Unit 8 mini exam in the Test Bank

Learning Experiences

Add additional rows below as needed.

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.
Big Idea Workshop: Structure	Direct Instruction: Image & Paradox Guided Practice: Anne Sexton “Cinderella” (poem) Independent Practice: Elaine Magarrell “The Joy of Cooking” (poem)	<ul style="list-style-type: none">● Annotated mentor poem with structural choices (line breaks, stanza length, punctuation, white space) labeled and color-coded● Graphic organizer with sentence stems for explaining what two structural choices do to the reader
Big Idea Workshop: Figurative Language — Word Choice, Imagery, and Symbols	Direct Instruction: Ambiguity Guided Practice: WH Auden “The Unknown Citizen” (poem) Independent Practice: Wallace Stevens “Anecdote of the Jar” (poem)	<ul style="list-style-type: none">● Curated set of 6–8 short poetic lines with images and paradoxes already identified and labeled● Two-column graphic organizer for recording sensory appeal and unpacking surface contradiction● Sentence stems for written explanations
Big Idea Workshop: Figurative Language — Comparisons	Direct Instruction: Conceit and Allusion Guided Practice: Edward Taylor “Upon a Spider Catching a Fly” (poem) Independent Practice: Paul Laurence Dunbar “The Haunted Oak” (poem)	<ul style="list-style-type: none">● Chunked and labeled copy of the poem (rags-to-riches anecdotes, central Cinderella story, refrain)● Guided annotation sheet with three scaffolded questions (image, tone, structure)● Sentence frames for written

		responses <ul style="list-style-type: none"> • Small group or teacher-led reading recommended
Content Resources		
<p> Anne Sexton "Cinderella" (poem) Elaine Magarrell "The Joy of Cooking" (poem) WH Auden "The Unknown Citizen" (poem) Wallace Stevens "Anecdote of the Jar" (poem) T. S. Eliot "The Love Song of J. Alfred Prufrock" (poem) Edward Taylor "Upon a Spider Catching a Fly" (poem) Paul Laurence Dunbar "The Haunted Oak" (poem) Chen Chen "I Invite My Parents to a Dinner Party" (poem) Neil Gaiman "How to Talk to Girls at Parties" (short story) Teri Foltz "Manhunt" (one-act play) Janine Solursh "Forgotten Portraits" (poem) Teresa Acosta "My Mother Pieced Quilts" (poem) </p>		