



Senior Literature & Composition II: Monsters and Madness

Course: Senior Lit and Comp II: Monsters and Madness

Course Description:

Seniors have the choice of three year-long options. The common theme of all three courses is the Other, a concept which explores the ideas of identity, difference, and shared humanity. How am I Other? How do we use language and stories to shape our feelings about identity and the Other? Exploring how we reflect both self and others, seniors will enjoy rich and varied opportunities to study many voices and cultures.

Reanimated corpses! Flesh-eating zombies! Blood-hungry psychopaths in English class? This course explores the role that horror stories and films play and considers how monsters have become dark-side manifestations of a culture's values, its fear of difference, and the forever-shifting understanding of the self. What does a particular culture label as monstrous and why? What have certain authors captured and unleashed? Along those lines, have you ever thought about what your thoughts are like? Are they images or feelings or do you constantly have an interior monologue going? Literature can mimic the experience of consciousness. We'll look into representations of minds that history has labeled as mad, how authors approach the construct of madness, and what this madness tells us about our world.

Grade Level: 12th Grade

Unit Scope and Sequence:

Unit 1: Foundations: Meeting Our Monsters - Informational Writing

Unit 2: The Morphs of the Monster - Literary Analysis

Unit 3: Fears, Monsters, and Perspectives - Creative Writing

Unit 4: Crafting the Monster - Portfolio Reflection

Unit 5: Origins of Literary Madness and Misconceptions - Creative Writing

Unit 6: Self-delusion and the Unreliable Narrator - Literary Analysis

Unit 7: Looking All Around: Monsters and Madness - Portfolio Reflection

Senior Literature & Composition I: Philosophy and Culture

Unit 1: Foundations

Unit 1: Foundations: Meeting Our Monsters

In this unit, students will explore how horror creators use monsters to illustrate a broad range of societal fears, biases, misunderstandings, and perspectives. Through reading course texts, participating in class discussions, and writing an informational piece, students will examine the relationship between monsters and society.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Horror creators use monsters to illustrate a broad range of societal fears, biases, misunderstandings, and perspectives.	• What monsters have different societies created to explain or illustrate social values? • How do those monsters stand up to contemporary perspectives?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Audience • Assumption • Illustration • Text feature	• Conduct research to answer a question. • Combine information from a variety of sources. • Write to address an audience's interests and potential questions.

Senior Literature & Composition I: Philosophy and Culture

Unit 1: Foundations

Missouri Learning Standards

Approach texts as a researcher by synthesizing/ comparing/ contrasting ideas from multiple texts (11-12.RI.3).

- Relationship in Texts
 - Synthesize information from two or more texts about similar ideas/ topics to articulate the complexity of the issue (11-12.RI.3.B).

Approach the writing task as a researcher (11-12.W.1).

- Research
 - Conduct research to answer a question or solve a problem; narrow or broaden the inquiry when appropriate (11-12.W.1.A.a).
 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source (11-12.W.1.A.b).

Senior Literature & Composition II: Monsters and Madness

Unit 2: The Morphs of the Monsters

Unit 2: The Morphs of the Monsters

In this unit students will study, through written and visual texts, how monsters have changed over the course of time. Students will examine how these monsters have morphed to continue to represent the fears of the societies and times from which they came, as well as how older monsters still have relevance today. Students will write a literary analysis essay to demonstrate understanding of how a monster can function as a literary element.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
Monsters come in various forms and the categorizations of monsters change over time to reflect societal misunderstandings and biases.	- How have monsters changed over time to continue to reflect the societies from which they come? - How do monsters reflect the fears of the societies from which they originate?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Evidence - Clarity - Thesis - Perspective	- Support a thesis about a literary work with evidence and analysis. - Analyze the development of a theme throughout a literary text.

Senior Literature & Composition II: Monsters and Madness

Unit 2: The Morphs of the Monsters

Missouri Learning Standards

Approach texts as a reader by comprehending and interpreting texts (11-12.RL.1, 11-12.RI.1).

- Evidence/Inference
 - Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain (11-12.RL.1.A, 11-12.RI.1.A).
- Word Meaning
 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (11-12.RL.1.B, 11-12.RI.1.B).
- Theme
 - Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to human nature and the world (11-12.RL.1.D, 11-12.RI.1.D).

Approach texts as a writer by analyzing craft and structure (11-12.RL.2, 11-12.RI.2).

- Point of View
 - Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied (11-12.RL.2.B).
 - Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied (11-12.RI.2.B).
- Craft and Meaning
 - Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning and tone (11-12.RL.2.C, 11-12.RI.2.B).
- Interaction and Meaning
 - Evaluate the impact of the author's choices regarding how to develop and relate elements of a text (11-12.RL.2.D).
- Argument/Evidence
 - Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence (11-12.RI.2.D).

Senior Literature & Composition II: Monsters and Madness

Unit 3: Fears, Monsters, and Perspectives

Unit 3: Fears, Monsters, and Perspectives

In this unit, students will use intertextual lenses to explore the concept of fear within the genre of horror. Through the application of critical lenses, students will examine how different perspectives can impact their understanding of a text.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
Studying monsters through an intertextual lens provides unique insights about what we fear.	- How can students use critical lenses to suggest new meanings for monsters? - What idea about the world is suggested by the author's characterization of the monster and people's reaction to it?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Conclusion - Inference - Evidence - Ambiguity - Connotation - Theme - Structure - Form	- Select moments from a text that demonstrate how the author has constructed the text for a particular effect. - Explain how the text structure illustrates a theme.

Senior Literature & Composition II: Monsters and Madness

Unit 3: Fears, Monsters, and Perspectives

Missouri Learning Standards

Collaborate (11-12.SL.1)

- Questioning
 - Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence (11-12.SL.1.B).
- Viewpoints of Others
 - Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented (11-12.SL.1.C).

Approach texts as a reader by comprehending and interpreting texts (11-12.RL.1, 11-12.RI.1).

- Evidence/Inference
 - Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain (11-12.RL.A, 11-12.RI.A).
- Word Meaning
 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (11-12.RL.B, 11-12.RI.B).
- Theme
 - Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to human nature and the world (11-12.RL.D, 11-12.RI.D).

Senior Literature & Composition II: Monsters and Madness

Unit 4: Crafting the Monster

Unit 4: Crafting the Monster

In this unit students will study individual horror texts and analyze how authors create a sense of fear, dread, or discomfort in their text. Students will use their analysis of authors' craft to create their own horror fiction.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
Authors craft monsters and create a sense of dread by revealing and appealing to relevant fears for their audience.	- What fears and narrative arcs can students infuse into their own horror stories? - How has the student's perspective on monsters and horror changed through the semester?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Perspective - Curation - Metacognition - Reflection	- Compose an expressive text that uses a monster motif to develop a theme. - Express and support opinions about course readings.

Senior Literature & Composition II: Monsters and Madness

Unit 4: Crafting the Monster

Missouri Learning Standards

Approach the writing task as a writer. Development (11-12.W.2)

- Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques (11-12.W.2.A).

Approach the writing task as a reader. Review, revise, and edit writing with consideration for the task, purpose, and audience (11-12.W.3).

- Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content (11-12.W.3.A.a).
- Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text (11-12.W.3.A.b).
- Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (11-12.W.3.A.c).
- Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts (11-12.W.3.A.d).

Senior Literature & Composition II: Monsters and Madness

Unit 5: Origins of Literary Madness and Misconceptions

Unit 5: Origins of Literary Madness and Misconceptions

In this unit, students will explore the iterations and ideas of madness in literary characters. Students will examine what external or internal circumstances caused the character to suffer from madness and how this suffering manifested in behavior, perspective, and consequence.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
Experiences and psychological trauma can create madness	- What is madness? - In what ways can madness manifest? - What experiences can cause madness? - What plays a greater role in madness: biology or the effects of experiences or trauma?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Evidence - Clarity - Thesis - Perspective	- Support a thesis about a literary work with evidence and analysis. - Analyze the development of a theme throughout a literary text.

Senior Literature & Composition II: Monsters and Madness

Unit 5: Origins of Literary Madness and Misconceptions

Missouri Learning Standards

Approach texts as a reader by comprehending and interpreting texts (11-12.RL.1, 11-12.RI.1).

- Evidence/Inference
 - Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain (11-12.RL.A, 11-12.RI.A).
- Word Meaning
 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (11-12.RL.B, 11-12.RI.B).
- Theme
 - Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to human nature and the world (11-12.RL.D, 11-12.RI.D).

Approach texts as a writer by analyzing craft and structure (11-12.RL.2, 11-12.RI.2).

- Point of View
 - Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied (11-12.RL.2.B).
 - Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied (11-12.RI.2.B).
- Craft and Meaning
 - Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning and tone (11-12.RL.2.C, 11-12.RI.2.B).
- Interaction and Meaning
 - Evaluate the impact of the author's choices regarding how to develop and relate elements of a text (11-12.RL.2.D).
- Argument/Evidence
 - Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence (11-12.RI.2.D).

Senior Literature & Composition II: Monsters and Madness

Unit 6: Self-delusion and the Unreliable Narrator

Unit 6: Self-delusion and the Unreliable Narrator

In this unit, students will explore how characters create illusions and alternate realities as both coping mechanisms and justifications for their actions. Through diverse texts, students will explore the manifestation of delusions and how authors use the unreliable narrator to reveal truths about society and adversity.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Characters create delusions, projections, justifications and fictions to cope and contextualize settings they are unable or unwilling to accept.	• Why do characters create delusions, projections, justifications and fictions for the world around them? • How do characters use these delusions, projections, justifications, and fictions to cope with adversity? • What are the consequences of coping with adversity in this manner?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Figurative language • Characterization • Form • Syntax	• Compose a creative work that reflects or comments on a character's experience of madness and delusion. • Express and support opinions about course readings.

Senior Literature & Composition II: Monsters and Madness

Unit 6: Self-delusion and the Unreliable Narrator

Missouri Learning Standards

Collaborate (11-12.SL.1)

- Questioning
 - Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence (11-12.SL.1.B).
- Viewpoints of Others
 - Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented (11-12.SL.1.C).

Approach the writing task as a writer. Development (11-12.W.2)

- Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques (11-12.W.2.A).

Approach the writing task as a reader. Review, revise, and edit writing with consideration for the task, purpose, and audience (11-12.W.3).

- Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content (11-12.W.3.A.a).
- Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text (11-12.W.3.A.b).
- Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (11-12.W.3.A.c).
- Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts (11-12.W.3.A.d).

Senior Literature & Composition II: Monsters and Madness

Unit 7: Looking All Around: Monsters and Madness

Unit 7: Looking All Around: Monsters and Madness

In this unit, students will explore texts of their own choosing in order to understand how monsters reflect various iterations of themselves, including fears, desires, insecurities, and biases. Through self-directed film studies and short story choices, students will examine how their chosen texts illuminate their own psyches and perspectives as they enter a post-secondary context.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
Studying monsters leads to understanding of self and of the other.	- How can we see iterations of ourselves and our fears in the monsters we read about? - To what extent can horror help suggest resolutions to conflicts and tensions within a society? - How do our horror preferences both reflect our psyche and suggest our aesthetic and value systems?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Figurative language - Characterization - Form - Syntax	- Express and support opinions about course readings. - Make and support claims about two connected themes developed in a text.

Senior Literature & Composition II: Monsters and Madness

Unit 7: Looking All Around: Monsters and Madness

Missouri Learning Standards

Approach texts as a reader by comprehending and interpreting texts (11-12.RL.1, 11-12.RI.1).

- Evidence/Inference
 - Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain (11-12.RL.A, 11-12.RI.A).
- Word Meaning
 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (11-12.RL.B, 11-12.RI.B).
- Theme
 - Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to human nature and the world (11-12.RL.D, 11-12.RI.D).