

AP Literature & Composition Curriculum Map, Unit 2

2017-2018

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 1 Vocabulary](#)

Unit Summary: Literary Research of Poetry, Drama, Short Stories: The Tragic Hero in Classic and Modern Fiction

This unit has two distinct facets: one that addresses research to aid in poetic analysis and the other that addresses the concept of the tragic hero as a universal archetype. Students will engage in annotated close reading of a variety of poetry, drama, short fiction, and critical essays to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of poetry, short fiction, and drama; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and creating an expository/argument essay.

Essential Questions: *These questions establish inquiry to unify the unit's assignments and assessments.*

- What themes/values are common to all tragic heroes?
- How do tragic heroes reflect the values of their context, the values of the period in which they were written, and contemporary values?
- How do literary critics support the analysis of a piece of literature?
- What criteria is there for defining literary value and how do we apply it?
- How does a writer best communicate a new idea about a piece of literature?
- Why do poets choose to explore language in such unusual ways?
- What are the attributes of high quality poetry?
- How does poetic form function in terms of development and meaning?
- Why do so many people hate poetry?

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. **Mid-Year Benchmark (10%)** AP LIT Sample Test
2. **Literary Research Prep: (10%)** Annotated Bibliography (RI.12.)
3. **Writing Workshop: (10%)** Literary Analysis Writing (W.12.2): Various writing assignments in response to class & independent readings (RL.12. /RI.12.
4. **Performance Assessment: (10%)** The Art of Poetry (*Presentation: Connections between art and poetry + Reflection Writing*) (RL.12. /RI.12.
5. **Vocabulary (10%)** Cumulative Assessment: [60 MP 2 Words](#)

Formative Assessments (Classwork & Homework = 15%; Quizzes = 35%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

AP Literature & Composition Curriculum Map, Unit 2

2017-2018

Texts:

Major Work: *Oedipus*, *King Lear*, *Othello*, *Hamlet*, Various poems, various short stories

Thematic Connections: How changes in the depiction of a tragic hero reflect the context of the author/context of the story; Delineating continuity in a particular writer's works through case study

Mentor Texts: such as "The Literature of Exhaustion," John Barth; "Astral Weeks," Lester Bangs; "My Literary Allergy," Geoff Dyer

Independent Reading options: poems for the Literary Argument Research paper

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations RL.12.2/RI.12.2 – Theme: Analyze contributing factors to its development; cite textual evidence to support such analysis (RL.12.1/RI.12.1); analyze thematic connections in literature studied RL.12.3 – Characters/Speakers: Analysis of traits and flaws in relation to conflict development; archetypes RL.12.4 – Word Choice Tone: Diction, figurative language, imagery RI.12.5 – Structure Argument development Text/Style Choices: Sentences, paragraphs, open and closed forms RL.12.6 – Point of View: Perspective of the speaker vs. the author RI.12.6 – Author Purpose: Analysis of how author presents ideology/author choices in form RL.12.9/RI.11.9 - Multiple Texts, Similar Themes:</p>	<p><u>Text Types & Purposes</u> W.12.2 a-e -- Literary Analysis Present analysis of poetry in preparation for research. Writing Workshop: Use mentor text essays to note structure of argument; use notebooks entries to make connections among texts in this unit; writing. Include rhetorical devices; demonstrate effective use of sentence structure & word choice W12.4, W.12.5, & W.12.6 -- Write, revise, and edit a rough draft for content and organization, grammar and mechanics. W.12.10 -- Portfolio Reflections <u>Research to Build & Present Knowledge</u> W.12.9 -- Use evidence from readings to support literary analysis and present argument</p>	<p><u>Comprehension & Collaboration</u> SL.12.1a & b – Review of Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions. SL.12.1a -- *Mini- Seminars: Engage students in partner and small-group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze the development of heroes and how fiction reflects culture/society SL12.1 a-d, SL.12.4 -- *Full-class Socratic Seminar: Based on one text that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals</p>	<p><u>Conventions of Standard English</u> L.12.1, L.12.2, L.12.3 -- Use appropriate sentence structure to achieve purpose, avoiding comma splices and using commas properly with dependent clauses; use parallelism; demonstrate understanding of rhetorical devices. <u>Knowledge of Language</u> L.12.3a -- Revise for content, paragraph organization and structure, and word choice</p>

AP Literature & Composition Curriculum Map, Unit 2

2017-2018

Range of Reading **RL.12.10**

Poetry, including chosen for research

Short Stories

Mentor Texts: Argument & Literary

Analysis

***Independent Reading Choice:** Annotate for elements/devices studied in class; emphasis on poetic devices.

Range of Writing **W.12.10**

Writing Workshop writing process, including reflections (portfolio)

Responses to Literature

Free Response Questions

Annotations

Presentation of Knowledge & Ideas

SL.12.4

Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.

Vocabulary Acquisition & Use

L.12.4, L.12.5, L.12.6

Use context clues to determine meaning; understand variations of words and parts of speech; analyze denotation vs. connotation of words; gather vocabulary knowledge independently.

AP Literature & Composition Curriculum Map, Unit 2

2017-2018

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<ul style="list-style-type: none"> · How and why do good readers ask questions about the text they are reading? · How are conflicts in poems different from the development of conflicts in fiction? · Why does the tragic hero archetype persist and what does it symbolize? · What is the value of studying poetry? · How does an author use poetic devices to create a unique voice? · How does the use of poetic devices enhance other genres of writing? 	<ul style="list-style-type: none"> · How does employing textual evidence enhance a writer's claim? · How much detail do I need to support a point and achieve my purpose? · What can be learned from studying mentor texts? · How do I synthesize multiple ideas about a single poem? · What is the difference between a conclusion and a closing? · How do I create a conclusion stemming from multiple ideas? 	<ul style="list-style-type: none"> · How can we use collaborative discussion to expand our understanding of literature, ourselves, and our world? · How can we synthesize views to achieve consensus in collaborative discussions? · Why is oral poetic explication an important exercise in developing argument in AP Literature? 	<ul style="list-style-type: none"> · How does word choice affect a writer's message? · Which rhetorical devices best support argument writing? · Which poetic devices best support the expression of ideas? · Why is concrete language so important to poetry/

to [Vocabulary list](#)
to [Standards for Learning](#)

Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

MP2: Fiction

1. allegory
2. ambiguity
3. anachronism
4. archetype
5. conflict
6. dialect
7. diction
8. dynamic character
9. epistolary novel
10. eponymous
11. fable
12. fantasy
13. first-person narrative
14. flashback
15. foreshadowing
16. frame narrative
17. Gothic novel
18. humanism
19. in medias res
20. lampoon
21. loose sentence
22. mood
23. moral
24. motif
25. myth
26. narrative
27. omniscient narrator
28. oxymoron
29. parable
30. paradox
31. pathetic fallacy
32. persona
33. picaresque novel
34. plot
35. point of view
36. sarcasm
37. satire
38. sentiment / sentimentality
39. setting
40. static character
41. stream of consciousness
42. subplot
43. temporal distortion
44. theme
45. title character
46. tone
47. vernacular

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. Anthropomorphism
2. bildungsroman
3. Magical Realism
4. metafiction
5. montage
6. Naturalism
7. novella
8. novel of manners
9. Pastiche
10. pulp fiction
11. realism
12. roman a clef