

AP Literature & Composition Curriculum Map, Unit 3

2017-2018

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 3 Vocabulary](#)

Unit Summary: The Tragic Hero in Classical and Shakespearean Drama and Modern Fiction

This unit continues the two distinct facets from Unit 2: one that addresses research to aid in poetic analysis and the other that addresses the concept of the tragic hero as a universal archetype. However, in this unit, the prior knowledge from research is developed into an extended essay (10-12 pages) that employs both primary and secondary sources to argue an idea about a poet through a case study. The tragic hero is studied in the context of Classical and Shakespearean literature, and identified and acculturated into Modern Fiction. 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?

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Assessments:

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

1. **Final Assessment (10%)** AP LIT Sample Test
2. **Writing Workshop: (20%) Literary Research Paper:** Case Study Argument Writing: Poetry (RI.12.), (W.12.2): Various writing assignments in response to class and independent readings (RL.12. /RI.12).
3. **Performance Assessment: (10%)** Expository Writing: AP Prompts (*Portfolio*) (RL.12. /RI.12.
4. **Vocabulary (10%)** Cumulative Assessment:

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).*

Texts:

Major Work: *Oedipus, Antigone, 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

Mentor Texts: such as “We Are Our Situations: The Poetry of Christopher Gilbert,” Terrance Hayes; “An Epic Impulse: The Work of Kaled Mattawa,” Marilyn Hacker

Independent Reading options, including poems for the Literary Argument Research paper

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STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<p>Key Ideas & Structure 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: Drafting process of research writing; structure of an argument; supporting a literary argument; writing over a sustained period. Include rhetorical devices; demonstrate effective use of tone and style. W.12.4, 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; process reflections <u>Research to Build & Present Knowledge</u> W.12.9 -- Use evidence from readings to support literary analysis and write an 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</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>

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respond thoughtfully to peers;
paraphrase and summarize
ideas of others; set individual
and group goals

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
Responses to Literature in the
form of the research paper
Free Response Questions
(portfolio)
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.

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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 can we use analytical and rhetorical skills, tools, and strategies to evaluate works of literature?· How does the struggle of the tragic hero in drama apply to individuals' conflicts with their families, society, or themselves?· How do the author's choices in form and content affect the audience's perception of a character?· 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 can close reading /analysis of poetry text students apply analysis & comprehension techniques necessary for successful participation in the AP exam?· How does annotating and use of line references/footnotes help clarify the meaning & purpose of text?· What can be learned from studying mentor texts?· In what ways does an author use descriptive details (diction, figurative language) to send a message/achieve a purpose in prose?· 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.

MP3: Poetry

1. alliteration
2. allusion
3. anastrophe
4. assonance
5. blank verse
6. cacophony
7. caesura
8. connotation
9. consonance
10. couplet
11. denotation
12. elegy
13. end rhyme
14. end-stopped
15. enjambment
16. epic
17. epigram
18. epithet
19. euphony
20. extended metaphor

21. figurative language
22. foot
23. forced rhyme
24. free verse
25. hyperbole
26. imagery
27. internal rhyme
28. kenning
29. light verse
30. lyric poem
31. metaphor
32. metaphysical poetry
33. meter
34. mock epic
35. muse
36. ode
37. onomatopoeia
38. pastoral
39. pentameter
40. personification
41. quatrain
42. rhyme scheme
43. rhythm
44. simile
45. slant rhyme
46. sonnet
47. speaker
48. stanza
49. symbol
50. villanelle

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

1. conceit
2. idyll
3. ottava rima
4. scansion
5. prosody
6. tonal shift
7. verse
8. versification