

AP[®] English Literature and Composition

Syllabus

Curricular Requirements

CR1	The course is structured by unit, theme, genre, or other organizational approach that provides opportunities to engage with the big ideas throughout the course: Character, Setting, Structure, Narration, Figurative Language, and Literary Argumentation.	See page: 2
CR2	The course includes works of short fiction, poetry, and longer fiction or drama from the range of literary periods (pre-20th century and 20th/21st centuries).	See page: 2
CR3	The course provides opportunities for students to develop the skills in Skill Category 1: Explain the function of character.	See pages: 4, 6, 9, 11, 12
CR4	The course provides opportunities for students to develop the skills in Skill Category 2: Explain the function of setting.	See pages: 4, 6, 7, 12
CR5	The course provides opportunities for students to develop the skills in Skill Category 3: Explain the function of plot and structure.	See pages: 5, 8, 9, 10, 11, 12
CR6	The course provides opportunities for students to develop the skills in Skill Category 4: Explain the function of the narrator or speaker.	See pages: 9, 10, 11, 12
CR7	The course provides opportunities for students to develop the skills in Skill Category 5: Explain the function of word choice, imagery, and symbols.	See pages: 8, 10, 11, 12
CR8	The course provides opportunities for students to develop the skills in Skill Category 6: Explain the function of comparison.	See pages: 5, 6, 7, 9, 10, 12
CR9	The course provides opportunities for students to develop the skills in Skill Category 7: Develop textually substantiated arguments about interpretations of a portion or whole text.	See pages: 3, 4, 5, 6, 7, 8, 9, 12
CR10	The course provides opportunities for students to write essays that proceed through multiple stages or drafts, including opportunities for conferring and collaborating with their teachers and/or peers.	See pages: 3, 5, 6, 7, 8, 9, 10, 11

Course Description

AP English Literature and Composition is a yearlong, introductory college-level literature course designed to prepare students for the Advanced Placement (AP) English Literature and Composition exam. In this course, students develop the fundamentals of literary analysis and introductory college composition. The course focuses on analyzing, evaluating, and interpreting literary fiction, poetry, and drama from a collection of literary periods and authors. The diverse canon allows students to explore the function of character, setting, structure, narrator, and figurative language in literature from a variety of perspectives. Through a wide range of instruction and collaborative writing activities, students articulate their interpretation of literature in writing. The course exam preparation and practice anticipates and addresses common student misconceptions.

This content is presented in an online course through which students view lectures from experienced, highly qualified instructors; access literary texts in electronic format; and practice close-reading and writing skills. Students are provided with continual feedback from instructors via phone calls, instant messages, emails, discussion threads, and live chats, as well as written feedback

on their assignments. In addition to scaffolded learning focused on the big ideas of the course, each unit includes a project that extends learning and practice both independently and collaboratively.

Course Overview **CR1**

The course follows the literary genre unit-based model, allowing students to engage with short fiction, poetry, drama, and novels. The big ideas are spiraled throughout the course to provide ample opportunities for students to develop enduring understanding.

Semester One

- Unit 1: Analyzing Short Fiction I
 - CHR 1.A; SET 2.A; STR 3.A, 3.B; NAR 4.A, 4.B; LAN 7.A
- Unit 2: Analyzing Poetry I
 - CHR 1.A; STR 3.C, 3.D; FIG 5.B, 6.A, 6.B; LAN 7.A
- Unit 3: The Gothic Novel: *The Strange Case of Dr. Jekyll and Mr. Hyde*
 - CHR 1.A, 1.B; SET 2.A; STR 3.E, 3.F; LAN 7.A, 7.B, 7.C, 7.D, 7.E
- Unit 4: Analyzing Short Fiction II
 - CHR 1.A, CHR 1.C, CHR, 1.D, SET 2.B, 2.C; STR 3.A, 3.D; NAR 4.A, 4.B, 4.C; LAN 7.B, 7.C, 7.D, 7.E
- Unit 5: Analyzing Poetry II
 - STR 3.C; FIG 5.A, 5.B, 5.D, 6.B, 6.C, 6.D; LAN 7.B, 7.C, 7.D, 7.E
- Semester 1 Cumulative Exam

Semester Two

- Unit 6: Analyzing Elizabethan Drama: *The Tragedy of Hamlet*
 - CHR 1.A, 1.C, 1.E; STR 3.A, 3.B, 3.D; NAR 4.C, 4.D; FIG 5.C; LAN 7.B, 7.C, 7.D, 7.E
- Unit 7: Analyzing Short Fiction III
 - CHR 1.B, 1.D; SET 2.B, 2.C; STR 3.A, 3.B; NAR 4.D; FIG 5.C, 5.D, 6.A, 6.C; LAN 7.B, 7.C, 7.D
- Unit 8: Analyzing Poetry III
 - STR 3.C, 3.D; FIG 5.B, 5.C, 6.B, 6.D; LAN 7.B, 7.C, 7.D, 7.E
- Unit 9: Realist Novel Study: *The Awakening* by Kate Chopin
 - CHR 1.B, 1.E; STR 3.E, 3.F; NAR 4.C; LAN 7.B, 7.C, 7.D

Preliminary Literature List **CR2**

The course includes short stories, poetry, drama, and novels from a range of historical periods, diverse authors, and multiple perspectives.

Short fiction: “The Story of an Hour” by Kate Chopin; “A Rose for Emily” by William Faulkner; “Big Black Good Man” by Richard Wright; “Civil Peace” by Chinua Achebe; “The Yellow Wallpaper” by Charlotte Perkins Gilman; “Everyday Use” by Alice Walker; “A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez; “Cell One” by Chimamanda Ngozi Adichie; and selected works from Flannery O’Connor, Sandra Cisneros, and Jhumpa Lahiri

Poetry: “My Last Duchess” by Robert Browning; “The Prodigal” by Elizabeth Bishop; “I Am Offering This Poem” by Jimmy Santiago Baca; “My Country 'Tis of Thee” by W. E. B. Du Bois; “Morte d’Arthur” by Alfred, Lord Tennyson; “The Pardoner’s Tale” by Geoffrey Chaucer; “‘Hope’ is the thing with feathers” by Emily Dickinson; haikus by Bashō, Buson, and Issa; “The Black Unicorn” by Audre Lorde; and selected works from

Rabindranath Tagore, William Carlos Williams, and Langston Hughes

Drama: *The Tragedy of Hamlet* by William Shakespeare and *Fires in the Mirror: Crown Heights, Brooklyn, and Other Identities* by Anna Deavere Smith

Novels: *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson and *The Awakening* by Kate Chopin

Student Practice

Unit-level projects provide ample opportunities for students to practice the skills learned in the unit. At this level, teachers may provide students with topic questions from AP Classroom® to use for candid self-evaluation. The rationales for these questions will give students the guidance necessary to identify and remedy misunderstandings about key concepts. AP test-preparation skill lessons conclude each unit and target common misconceptions or challenging concepts. Students can then return to the AP Classroom to complete progress checks that provide targeted feedback on skill mastery. Teachers and students work together to revisit and reinforce necessary skills.

Writing Expectations **CR9** **CR10**

Short-Writing Activities: The course provides numerous opportunities to practice writing about character, setting, structure, narration, figurative language, and literary analysis. The short-writing prompts target key literary-analysis and writing skills, allowing students to perfect their craft through short, tightly focused activities.

Essays: Throughout the course, students engage in recursive and collaborative writing processes to produce a variety of essays. Teachers may accept outlines, drafts, and revisions digitally, or require students to complete essays offline in the classroom.

Free-Response Questions: Each unit-level project includes a sample FRQ for additional exam practice. Students will complete their essays using pen and paper in a timed, classroom environment to mimic the exam format.

Speaking and Listening Obligations

Group Discussions: Students work collaboratively on projects that include discussion components. These projects require students to participate in and lead discussions about the literature under study. Such discussions require students to effectively prepare and present their literary interpretations while also learning how to listen and respond to ideas presented by their peers.

Poetry Recitations: As part of three unit-level poet studies, students memorize and recite a minimum of 40 lines of poetry. Students are encouraged to closely study poetry by one or more poets and to recite a poem they feel a personal connection to. These recitations will be done in front of peers and the teacher.

Reading Guides and Author Studies

As noted above, each unit contains one project that provides ample opportunities for students to practice the skills learned in the unit. These reading guides include a variety of activities, such as journaling, completing graphic organizers, responding to short-answer questions, collaborating with peers, and responding to free-response questions.

Assessments

Formal assessments occur regularly throughout the course. A timed multiple-choice unit test concludes each unit and assesses skill mastery based on unit instruction and literature. Each semester concludes with a

timed, AP-style multiple-choice cumulative exam that assesses the skills covered throughout the semester. At the end of the second semester, students complete two AP practice exams.

Materials Needed

Texts

All texts required for the course are provided electronically. No textbook is required.

Supplemental Website

Students and teachers can find additional resources at apcentral.collegeboard.org. Students may access instructional supports, complete progress checks, and take practice exams.

Course Outline

Unit 1 – Analyzing Short Fiction I

Overview:

Through short literary-fiction selections, students are introduced to skills needed to interpret fiction. Students will develop and practice foundational skills associated with the analysis and evaluation of character, setting, structure, and narration. Students will articulate their literary analysis in a variety of short-writing assignments that allow them to develop paragraphs with evidence in defense of a claim. In addition to experiencing short fiction within lessons, students will conduct an author study in which they read short-fiction selections by Sandra Cisneros.

Big Ideas/Skills:

Character: 1.A (CHR-1.A, B, C, D)
Setting: 2.A (SET-1.A)
Structure: 3.A (STR-1.A, B) 3.B (STR-1.C)
Narration: 4.A (NAR-1.A, B, C) 4.B (NAR-1.D, E, F, G, H, I)
Literary Argumentation: 7.A (LAN-1.A, B, C)

Texts CR2

“The Story of an Hour” by Kate Chopin
“A Rose for Emily” by William Faulkner
“Big Black Good Man” by Richard Wright
Selections by Jhumpa Lahiri

Example Activities:

Assignments are based on analyzing aspects of character, setting, structure, and narration through a variety of short literary-fiction selections. Through projects, short-writing assignments, and multiple-choice questions paired with lessons, students will practice the skills and concepts covered in the unit.

1. After completing a close read of “The Story of an Hour,” students will fill out a graphic organizer to identify details that reveal character, organize those details into logical categories, and analyze them to identify relationships and patterns. Students will then form claims about the character’s perspective and identify relevant details from the organizer that effectively support the claims. CR3
2. Using the completed graphic organizer from the above activity, students will develop and revise a paragraph that asserts a claim about character perspective and includes textual evidence and commentary as support. CR9
3. After completing a close read of “A Rose for Emily,” students will fill out a graphic organizer to identify details that reveal setting, organize those details into logical categories, and analyze them to identify relationships and patterns. Students will then form claims about the role of setting in the story and identify relevant details from the organizer that effectively support the claims. CR4

Unit 2 – Analyzing Poetry I

Overview:

In this first poetry unit, students will begin to develop the fundamental skills necessary for in-depth analysis and interpretation of poetry. The unit will begin by exploring the characters and speakers in poems before analyzing how a variety of poetic structures contribute to meaning. As the unit progresses, students will consider other elements of poetry, such as contrast, comparisons, word choice, alliteration, simile, and metaphor. Students will continue to improve their composition skills by developing paragraphs that present and defend a claim about the poetry under study. In addition to experiencing poetry within lessons, students will conduct an author study in which they read selected poems by Natalie Diaz.

Big Ideas/Skills:

Character: 1.A (CHR-1.E)

Structure: 3.C (STR-1.D, E, F) 3.D (STR-1.G, H, I, J)

Figurative Language: 5.B (FIG-1.A, B, C, D) 6.A (FIG-1.E, F, G)

6.B (FIG-1.H, I, J, K)

Literary Argumentation: 7.A (LAN-1.A, B, C)

Texts **CR2**

Gilgamesh

The *Iliad* by Homer

Beowulf

“My Last Duchess” by Robert Browning

“The Prodigal” by Elizabeth Bishop

“I Am Offering This Poem” by Jimmy Santiago Baca

“My Country ‘Tis of Thee” by W. E. B. Dubois

“Theme for English B” by Langston Hughes

Selections by Natalie Diaz

Activities:

Assignments are based on analyzing aspects of character, structure, and figurative language through a variety of poetry selections. Through projects, short-writing assignments, and multiple-choice questions paired with lessons, students will practice the skills and concepts covered in the unit.

1. Students will read “I Am Offering This Poem” by Jimmy Santiago Baca. In pairs, students will complete a graphic organizer to analyze and summarize each stanza of the poem. Then, students will identify patterns and relationships among the stanzas to draw conclusions about how the structure contributes to meaning. **CR5**
2. Students will read and analyze “Theme for English B” by Langston Hughes. Students will write a paragraph presenting a defensible claim about the central metaphor and how the accumulation of the metaphors imparts meaning. **CR8 CR9**
3. Throughout the unit, students will study a selection of poems by Amanda Gorman. As part of the study, students will read, analyze, and write a response to Gorman’s poem “In This Place (An American Lyric),” focusing on the function of comparisons. In response to an FRQ-style prompt, students will work through a recursive writing process in which they submit a thesis statement to their teacher for review and revision, draft an essay in response to the prompt, conduct peer reviews and revise the draft, submit a final draft for teacher review, revise the essay according to teacher feedback, and submit a final product. **CR8 CR10**

Unit 3 – The Gothic Novel: *The Strange Case of Dr. Jekyll and Mr. Hyde*

Overview:

In the third unit, students will apply literary-analysis skills to a full-length literary text. The application of skills challenges students to extend their analysis of character, setting, and structure over an extended, complex reading. Students will explore shifts and contrasts in characters that reveal complex motives, perspectives, and values. When analyzing plot, students will look closely at how the complexity of characters creates highly conflicting and suspenseful plots, as well as what the characters, setting, and plot reveal about human nature and society. With a solid foundation in writing paragraphs that defend claims, students will focus on building effective lines of reasoning and communication in writings.

Big Ideas/Skills: Character: 1.A (CHR-1.F, G, H, I, J, K) 1.B (CHR-1.L, M, N) Setting: 2.A (SET-1.B) Structure: 3. E (STR-1.K, L, M) 3.F (STR-1.N, O, P, Q) Literary Argumentation: 7.A (LAN-1, B, C) 7.B (LAN-1.D, E) 7.C (LAN-1.F, G) 7.D (LAN-1.H, I, J, K) 7.E (LAN-1.L)	Texts CR2 <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson “The Tell-Tale Heart” by Edgar Allan Poe
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Activities:

Assignments are based on analyzing aspects of character, setting, and structure in a full-length fictional text. Through projects, short-writing assignments, and multiple-choice questions paired with lessons, students will practice the skills and concepts covered in the unit.

1. In a short-writing activity, students will articulate their interpretation of the setting as it relates to the social, cultural, and historical context of the text. **CR4 CR9**
2. Students will analyze the psychological factors of key characters to make inferences about why characters change or remain the same. They will make connections between these characters and the text as a whole. Students will articulate their interpretations in a short-writing assignment. **CR3 CR9**
3. In preparation for essay writing, students will receive instruction on developing a thesis statement in response to the text as a whole. The instruction will allow students to use the short-writing assignments from the unit to inform their choices, develop a line of reasoning, and choose supporting evidence. Students will work through a writing process that includes multiple drafts and peer review to produce an essay. **CR10**

Unit 4 – Analyzing Short Fiction II

Overview:

Building on the fundamental skills learned in unit 1, students will extend their knowledge to explore the complex and nuanced nature of characters, plots, and dramatic situations. Students will explore how conflicts and contrasts create rich layers of meaning and reveal complex value systems among characters. Students will build on fundamental composition skills by engaging in short-writing activities and recursive writing processes. They will develop a thesis through body paragraphs that establish an effective line of reasoning and evidence. Students will also receive instruction in grammar and conventions. In addition to experiencing short fiction within lessons, students will conduct an author study in which they read short fiction selections by Sandra Cisneros.

Big Ideas/Skills:

Character: 1.A (CHR-1.O, P) 1.C (CHR-1.Q, R) 1.D (CHR-1.S)

Setting: 2.B (SET-1.C) 2.C (SET-1.D)

Structure: 3. A (STR-1.R) 3.D (STR-1.S, T)

Narration: 4.A (NAR-1.J) 4.B (NAR-1.K, L) 4.C (NAR-1M, N, O)

Literary Argumentation: 7.B (LAN-1.D, E) 7.C (LAN-1.F, G, M, N) 7.D (LAN-1.H, I, J, K) 7.E (LAN-1.O, P)

Texts **CR2**

“Civil Peace” by Chinua Achebe

“The Yellow Wallpaper” by Charlotte Perkins Gilman

“Everyday Use” by Alice Walker

Selections by Sandra Cisneros

Activities:

Assignments are based on analyzing aspects of character, setting, structure, and narration in short fiction texts. Through projects, short-writing assignments, and multiple-choice questions paired with lessons, students will practice the skills and concepts covered in the unit.

1. In a short-writing activity, students will explore how setting influences characters in the story. **CR4 CR9**
2. As part of the unit-length author studies, students will complete a graphic organizer in which they trace the plot of a short story to recognize causal relationships and draw conclusions about how contrasts and conflicts create complex layers of meaning. **CR5**
3. Students will read “The Ones Who Walk Away from Omelas” by Ursula Le Guin. Then, they will practice composition by writing an informative essay about Utopian societies. Students will engage in prewriting, drafting, peer reviews, and revising prior to submitting their final product. **CR10**

Unit 5 – Analyzing Poetry II

Overview:

In this second poetry unit, students will further refine poetry-analysis skills by interpreting word choice, imagery, and comparisons that reveal complex layers of meaning and influence how readers and listeners interpret the poem. Students will continue to improve their composition skills by carefully selecting relevant and sufficient evidence that develops and supports a line of reasoning, as well as improving cohesiveness among ideas. In addition to experiencing poetry within lessons, students will conduct an author study in which they read selected poems by Sally Wen Mao.

Big Ideas/Skills:

Structure: 3.C (STR-1.U, V, W)

Figurative Language: 5.A (FIG-1.L) 5.B (FIG-1.M, N) 5.D (FIG-1.O, P, Q) 6.B (FIG-1.R, S, T, U) 6.C (FIG-1.V) 6.D (FIG-1.W)

Literary Argumentation: 7.B (LAN-1.D, E) 7.C (LAN-1.F, G) 7.D (LAN-1.H, I, J, K) 7.E (LAN-1.Q)

Texts **CR2**

“Kubla Khan” by Samuel Taylor Coleridge

Excerpts from *The Canterbury Tales* by Geoffrey Chaucer

Excerpts from *Sir Gawain and the Green Knight* translated by W. S. Merwin

Excerpts from *Le Morte d’Arthur* by Alfred, Lord Tennyson

Excerpts from *An Essay on Man* by Alexander Pope

“I Wandered Lonely as a Cloud” by William Wordsworth

Selections by John Keats

“Mutability” and “A Defence of Poetry” by Percy Bysshe Shelley

Selections of Haiku translated by Robert Haas

“Hope is the thing with feathers” by Emily Dickinson

“Nothing Gold Can Stay” by Robert Frost

“i carry Your Heart with Me” by E. E. Cummings

Selections by Sally Wen Mao

Activities:

Assignments are based on analyzing aspects of structure and figurative language through a variety of poetry selections. Through projects, short-writing assignments, and multiple-choice questions paired with lessons, students will practice the skills and concepts covered in the unit.

1. Students will read “Ode on a Grecian Urn” and “Ode to a Nightingale” to explore the functions of specific words and phrases in a text. Students will identify patterns that reveal a unique poetic style. In a well-crafted paragraph, students will explain how Keats creates meaning through carefully chosen words and phrases. **CR7 CR9**
2. As part of the unit-long poet study, students will work in small groups to analyze the structure of a poem by Phillis Wheatley. Students will then draw conclusions about how the structure of the poem contributes to its meaning. **CR5**
3. Students will write a literary analysis explaining how three Romantic poems connect to William Wordsworth’s ideas about poetry. The writing process allows students to prewrite, draft, and revise their analysis. **CR10**

Unit 6 – Analyzing Elizabethan Drama: *The Tragedy of Hamlet*

Overview:

In Unit 6, students will continue to apply previous learning while diving deeper into literary analysis for the study of *The Tragedy of Hamlet* by William Shakespeare. Students will explore stark contrasts between characters, inconsistencies displayed by characters, and interruptions and contrasts in plot. Students will analyze characters' dialogue and actions to interpret perspectives, biases, and motivations, as well as understand how different speakers influence the audience. Students will analyze symbols from the text to draw interpretive conclusions about complex layers of meaning. Students will continue to grow their composition skills through a variety of short-writing activities and an essay resulting from a recursive writing process that includes peer collaboration.

Big Ideas/Skills: Character: 1.A (CHR-1.T) 1.C (CHR-1.U) 1.E (CHR-1.V, W) Structure: 3.A (STR-1.X) 3.B (STR-1.Y) 3.D (STR-1.Z) Narration: 4.C (NAR-1.P, Q, R, S) 4.D (NAR-1.T, U, V) Figurative Language: 5.C (FIG-1.X, Y, Z, AA) Literary Argumentation: 7.B (LAN-1.D, E) 7.C (LAN-1.F, G) 7.D (LAN-1.H, I, J, K) 7.E (LAN-1.R, S, T)	Texts CR2 <i>The Tragedy of Hamlet</i> by William Shakespeare
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Activities:

Assignments are based on analyzing aspects of character, structure, narration, and figurative language in a full-length dramatic text. Through projects, short-writing assignments, multiple-choice questions paired with lessons, and an essay, students will practice the skills and concepts covered in the unit.

1. Students will conduct a deep character analysis of Hamlet by comparing six of his soliloquies. Students will explore the inconsistencies and conflicts that make the character complex. Students will evaluate Hamlet's reliability based on their analysis and explore how he influences the audience's understanding of the play. Students will then engage in student-led group discussions about their interpretation of the character. **CR3 CR6 CR8**
2. Students will closely study a key plot event to analyze and evaluate its significance to the text as a whole. They will articulate their analysis in a well-crafted short-writing assignment. **CR5 CR9**
3. In preparation for essay writing, students will receive instruction on writing an analytical essay through a formalist, feminist, and historical lens. Students will work through a recursive writing process that includes peer reviews. **CR10**

Unit 7 – Analyzing Short Fiction III

Overview:

In this final short-fiction unit, students will challenge their knowledge of literary analysis to consider how short fiction reflects societies and cultures. Students will learn how to analyze and interpret shifts, contradictions, and changes in character, narrator, and plot. Students will apply their knowledge of figurative language to their study of short fiction. Students will continue to improve their composition skills through challenging short-writing and extended-writing activities. In addition to experiencing texts within lessons, students will conduct an author study in which they read stories from Jamaica Kincaid.

Big Ideas/Skills: Character: 1.B (CHR-1.X, Y, Z, AA) 1.D (CHR-1.AB, AC, AD) Setting: 2.B (SET-1.E, F) 2.C (SET-1.G, H) Structure: 3.A (STR-1.AA) 3.B (STR-1.AB) Narration: 4.D (NAR-1.W) Figurative Language: 5.C (FIG-1. AB, AC) 5.D (FIG 1.AD) 6.A (FIG-1.AE) 6.C (FIG-1.AF) Literary Argumentation: 7.B (LAN-1.D, E) 7.C (LAN-1.F, G, U) 7.D (LAN-1.H, I, J, K, V)	Texts CR2 “A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez Selections by Flannery O’Connor “The Mark on the Wall” by Virginia Woolf “Cell One” by Chimamanda Ngozi Adichie Selections by Jamaica Kincaid
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Activities:

Assignments are based on analyzing aspects of character, setting, structure, narration, and figurative language in short fiction texts. Through projects, short-writing assignments, and multiple-choice questions paired with lessons, students will practice the skills and concepts covered in the unit.

1. Students will read “Good Country People” and “A Good Man Is Hard to Find” by Flannery O’Connor. Students will analyze and compare O’Connor’s use of imagery and symbols to impart meaning to readers. Students will discuss their interpretation of the texts in literary circles. **CR7**
2. In a short-writing assignment, students will analyze the role of pacing and sequence in “Cell One” by Chimamanda Ngozi Adichie. **CR5**
3. Throughout the unit, students will study a selection of stories by Jamaica Kincaid. As part of the study, students will read, analyze, and write a response to one of the stories, focusing on narration. In response to an FRQ-style prompt, students will work through a recursive writing process in which they submit a thesis statement to their teacher for review and revision, draft an essay in response to the prompt, conduct peer reviews and revisions of the draft, submit a final draft for teacher review, revise the essay according to teacher feedback, and submit a final product. **CR6 CR10**

Unit 8 – Analyzing Poetry III

Overview:

In this final poetry unit, students will expand on their analysis skills to make connections between elements a poet uses and the overall meaning of a poem. Students encounter and interpret a poet’s use of ambiguity, irony, juxtaposition, and paradox to impart complex layers of meaning to readers and listeners. Students will continue to improve their composition skills through a variety of short and longer writing activities about the poetry under study. In addition to experiencing poetry within lessons, students will conduct an author study in which they read selected poems by Phillis Wheatley and Honorée Fanonne Jeffers.

Big Ideas/Skills:

Structure: 3.C (STR-1.AC, AD, AE) 3.D (STR-1.AF, AG, AH)

Figurative Language: 5.B (FIG-1.AG) 5.C (FIG-1.AH) 6.B (FIG-1.AI, AJ, AK) 6.D (FIG-1.AL)

Literary Argumentation: 7.B (LAN-1.D, E) 7.C (LAN-1.F, G, U) 7.D (LAN-1.H, I, J, K) 7.E (LAN-1.W)

Texts **CR2**

“Digging” by Seamus Heaney

“The Black Unicorn” by Audre Lorde

“An Irish Airman Foresees His Death” by W. B. Yeats

“Do not go gentle into that good night” by Dylan Thomas

“Landscape with the Fall of Icarus” by William Carlos Williams

“Digging” by Seamus Heaney

Excerpts from *Midsummer* by Derek Walcott

“My Father in English” by Richard Blanco

“I Could Not Stop for Death” by Emily Dickinson

Selections by Rabindranath Tagore

Selections by Phillis Wheatley and Honorée Fanonne Jeffers

Activities:

Assignments are based on analyzing aspects of structure and figurative language through a variety of poetry selections. Through projects, short-writing assignments, and multiple-choice questions paired with lessons, students will practice the skills and concepts covered in the unit.

1. In a short-writing activity, students will compare how poets impart meaning to readers through images and structure. The comparative analysis will include the poems “An Irish Airman Foresees His Death” and “Do Not Go Gentle into That Good Night.” **CR5 CR7**
2. After reading “The Flea” by John Donne, students will complete a think-pair-share activity in which they interpret and draw conclusions about the poet’s use of conceit to impart complex meaning. **CR7**
3. As part of the unit-long poet study, students will engage in a classroom discussion to explore stylistic and thematic patterns in Sylvia Plath’s poetry. **CR3 CR5 CR6 CR7**

Unit 9 – *The Awakening*

Overview:

In this full-length text unit, students further develop analytical and evaluative skills to interpret literature at a more complex level. As students read, they will explore the complexity of character development over the course of a narrative while considering how character development affects readers' interpretation of a text. Students will closely study how characters respond to the resolution of a story and what those reactions reveal about theme. Students will analyze critical plot events, focusing on how deeper meaning is revealed through suspenseful conflict and resolution. Students will practice composition skills by developing a strong thesis statement supported by an effective line of reasoning rooted in claims and sound evidence.

Big Ideas/Skills: Character: 1.B (CHR-1.AE, AF) 1.E (CHR-1.AG, AH) Structure: 3.E (STR-1.AI, AJ) 3.F (STR-1.AK, AL, AM) Narration: 4.C (NAR-1.X, Y, Z) Literary Argumentation: 7.B (LAN-1.D, E) 7.C (LAN-1.F, G, U) 7.D (LAN-1.H, I, J, K)	Texts <i>The Awakening</i> by Kate Chopin
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Activities:

Assignments are based on analyzing aspects of character, structure, and narration in a full-length fictional text. Through projects, short-writing assignments, multiple-choice questions paired with lessons, and an essay, students will practice the skills and concepts covered in the unit.

1. Students will analyze critical plot events that create anticipation and suspense. Students will form a claim about how a plot event reveals contrast and thematic meaning. Students will articulate their interpretation of the literature in a short-writing activity. **CR5 CR8 CR9**
2. In another short-writing exercise, students will analyze how contrasting and inconsistent perspectives contribute to the complexity of the text. **CR3 CR6 CR8 CR9**
3. Students will create a multimedia presentation of their interpretation of a theme from the text. Students will use the presentation to make a claim about a theme and support their understanding with evidence from the text: characters, setting, plot, narration, and symbolism. The presentation should present a clear line of reasoning. Teachers may choose to have students complete this activity in groups. **CR3 CR4 CR5 CR6 CR7 CR8 CR9**

Unit 10 – Preparing for the Exam

Overview:

Unit ten is a review unit consisting of short lessons revisiting major concepts from each of the previous units. Students will complete a unit-level project to analyze a dramatic reading of *Fires in the Mirror: Crown Heights, Brooklyn, and Other Identities* by Anna Deavere Smith. Students will then take two full-length practice exams that include both multiple-choice and free-response (poetry analysis, prose-fiction analysis, and literary argument) questions.