

	Key Standards Covered	Possible Resources
--	------------------------------	---------------------------

<p>Quarter 1 September 6- November 2</p>	<ul style="list-style-type: none"> ● <u>CCSS.ELA-LITERACY.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● <u>CCSS.ELA-LITERACY.SL.11-12.1.C</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. ● <u>CCSS.ELA-LITERACY.SL.11-12.1.D</u> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. ● <u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● <u>CCSS.ELA-LITERACY.RL.11-12.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one 	<ul style="list-style-type: none"> ● Students will respond to poetry guided questions in order to analyze a poem: https://docs.google.com/document/d/1EnT56Bgngc1EdY_ykJeeUSGaPvatMq0IwlH4AC4JGHM/edit ● Same AP exam essay question: https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap16_frq_english_literature.pdf ● https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap16_frq_english_literature.pdf ● AP essay scoring rubric: https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap16_english_literature_sg.pdf ● Critique Project (See #4): http://www.ncte.org/library/NCTEFiles/Resources/Journals/EJ/0871-jan98/EJ0871Ideas.PDF ● Practice AP Essay Question: Many works of literature deal with political or social issues. Choose a novel or play that focuses on a political or social issue. Then write an essay in which you analyze how the author uses literary elements to explore this issue and explain how the issue contributes to the meaning of the work as a whole. Do not merely
---	---	---

	Key Standards Covered	Possible Resources
--	------------------------------	---------------------------

<p>Quarter 2 November 12- January 28</p>	<ul style="list-style-type: none"> ● CSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● CCSS.ELA-LITERACY.W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. ● CCSS.ELA-LITERACY.W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● CCSS.ELA-LITERACY.W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ● CCSS.ELA-LITERACY.W.11-12.1.E Provide a concluding statement or section that follows from and supports the argument presented. ● CCSS.ELA-LITERACY.W.11-12.2 	<ul style="list-style-type: none"> ● Background notes, vocab, discussion questions: https://www.prestwickhouse.com/samples/201099.pdf ● ● Biography activity, setting analysis, characterization: https://www.prestwickhouse.com/samples/200741.pdf ● ● ● Analysis activities (“The Stranger”) see: https://hannahgourdie.wikispaces.com/The+Stranger+Activities ● ● Symbolism project: names and place in “In One Flew over the Cuckoo’s nest” ● ● Rebellion Plan Project: empathizing with patients from “One Flew over the Cuckoo’s Nest” and strategizing a plan to rebel ● ● Webquest/research assessment: http://www.huffenglish.com/webquests/cuckoosnest.html ● ● AP times essay question practice 40 min: http://www.collegeboard.com/prod_downloads/ap/students/english/eng_lit_01.pdf
---	---	---

	Key Standards Covered	Possible Resources
--	------------------------------	---------------------------

<p>Quarter 3 February 4- April 5</p>	<ul style="list-style-type: none"> ● <u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● <u>CCSS.ELA-LITERACY.RL.11-12.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● <u>CCSS.ELA-LITERACY.RL.11-12.3</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ● <u>CCSS.ELA-LITERACY.RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem ● <u>CCSS.ELA-LITERACY.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● <u>CCSS.ELA-LITERACY.SL.11-12.1.A</u> Come to discussions prepared, having read and 	<ul style="list-style-type: none"> ● Timed Essay qualifying or refuting the following statement: In light of reading about the action that takes place in “Lysistrata,” Comedy is very serious business. –see AP essay rubric ● https://www.heinemann.com/shared/companionresources/e02157/burkewtbchapter1/apessayscoringrubric_fig1.3.pdf ● Essay (not timed and can be reviewed and revised): How does “Lysistrata” explore the following topics: female power and emancipation as well as using sex as weapon to end war?” ● Essay options for “Oedipus” : http://teacherweb.com/CA/LodiHighSchool/MrsRose/EssaytoOedipus5APprompts1.pdf ● Project options and directions (accessing interest, skills, talents, multi-intelligence for differentiation, etc.): https://docs.google.com/document/d/1OI0zn0unNBd66g5PxWZtkqKVsu3SZh7bVSroRlvZBw/edit ● Journal ● Warm up, do now ● Think-pair-share ● Small group discussions ● Whole groups discussions
---	---	--

	Key Standards Covered	Possible Resources
--	------------------------------	---------------------------

<p>Quarter 4 April 8- June 17</p>	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ● CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) ● CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ● CCSS.ELA-LITERACY.RL.11-12.6 	<ul style="list-style-type: none"> ● https://secure-media.collegeboard.org/apc/eng_lang_00.pdf: Defend, challenge or qualify essay (AP timed essay practice) ● Create living will as King Lear with rationale of who he is leaving his riches to and why- project where each person in group chooses different daughter using context from the play- 3 people per group- see rubric: https://www.cmu.edu/teaching/assessment/examples/courselevel-bycollege/hss/tools/jeria.pdf ● Doctor Faustus Essay prompts- AP essays: https://docs.google.com/document/d/1_K1jqwtcHiw7wb9JZg7vJWg3p4R6POhUozlPqqoi3RM/edit ● Journal entries ● Do now/ warm up ● Think-pair-share ● Whole group and small group discussions ● Homework
--	---	---

UbD_ AP Lit_ Unit 1_ Figurative Language & Poetry

Title of Unit	Figurative Language and Poetry	Grade Level	11-12
Curriculum Area	AP Literature & Composition	Time Frame	4 weeks
Developed By	Krystal Hargrave		
Suggested texts	"Storm Warnings" Adrienne Rich; "Pied Beauty" Gerard Manley Hopkins; "The Road Not Taken" Robert Frost; "I, Too" Langston Hughes; "Juggler" Richard Wilbur		
Identify Desired Results (Stage 1)			
Content Standards			

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Students will understand that there is a clear distinction between interpretation and analysis</p> <p>Content is important to understand in order to analyze a poem</p> <p>The form and structure of a poem make it a unique piece of work</p> <p>Poems bring major ideas and subjects to life</p> <p>Literary devices, poetic devices, and other figurative language is most commonly used as a form of comparison and cannot be translated literally</p> <p>A readers' understanding of poetry can easily be altered through the use of poetic devices and sound devices</p> <p>Connotation of a word is an idea or feeling that a word invokes in addition to its literal or primary meaning.</p> <p>Denotation of a word is the literal or primary meaning of a word, in contrast to the feelings or ideas that the word suggests</p>	<p>How do we analyze poetry?</p> <p>Why is it important to study a poet's life experiences prior to reading his/her poems?</p> <p>How do we find the form and style of poems?</p> <p>Why is it important to analyze syntax and "sentence flow" in poetry?</p> <p>How is texture and sound used in poetry?</p> <p>How are whit spaces arranged in these poems?</p> <p>Which events are described in the poems?</p> <p>How are literary devices and figurative language used in these poems?</p>	<p>In "Storm Warnings," How is weather used as a metaphor?</p> <p>How is weather personified?</p> <p>How is weather representative of the speaker's emotional state?</p> <p>How does the poet use congruity and ambiguity in his/her diction?</p> <p>How does a "curtal- sonnet" differentiate from a traditional sonnet?</p> <p>How would you describe "pied beauty?" In which context in the word "pied" being used in this poem?</p> <p>How is religious faith evident in the poem "Pied Beauty?"</p> <p>How do changes in the structure of the poem reflect changes in the speaker's train of thought?</p>
Related Misconceptions	How does diction and work choice	What steps do we take to make decisions and analvze choices that

Poetry is only used for personal interpretations

Poetry cannot be analyzed because we don't know what the poet was feeling or trying to convey

Poetry always rhymes and follows one clear pattern and structure

Poems rarely have characters or tell a story

Poetry must always be written in eloquent language and is inaccessible

How does diction and word choice help bring a poem's subject to life?

Why are sound devices used in poetry?

How can punctuation change meaning in poetry?

Why is it important to recognize and analyze rhythm in poetry?

How do poetic elements and devices that are presented to us?

How can we tell if a poem is mostly positive or negative?

How is the "road" symbolized in the poem, "A Road Not Taken"?

How does "I, Too" inform readers about the history of African Americans' place in America?

How does "I, Too" reflect how the speaker feels about his identity in America?

How does the poem portray optimism for the future of Black people in America?

How are poetic elements used to describe the juggler?

Who or what might the juggler represent and how do we know?

How does the speaker's tone change throughout the poem and why is there a shift in voice?

Knowledge Students will know...	Skills Students will be able to...
<p>There is a distinction between analysis and interpretation:</p> <p>Interpretation is to translate, state in your own words, version, make sense of, to create your own personal understanding</p> <p>Analysis is breaking it down into parts and discovering their importance to the whole. It is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it.</p> <p>Poetry (the term derives from a variant of the Greek term, poiesis, "making") is a form of literature that uses aesthetic and rhythmic qualities of language—such as phonesthetics, sound symbolism, and meter—to evoke meanings in addition to, or in place of, the prosaic ostensible meaning.</p> <p>Form – A poem that follows a certain pattern - rhyme scheme or meter - or has a certain topic/focus, or all of the above</p> <p>Iambic pentameter is a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable, for example <i>Two households, both alike in dignity.</i></p>	<p>SWBAT find patterns and trends in a poem in order to analyze the style and form of a poem</p> <p>SWBAT offer interpretations of a poem by giving it a deeper meaning</p> <p>SWBAT analyze a poem through literary devices, poetic elements, syntax, and diction</p> <p>SWBAT differentiate between connotation and denotation of words</p> <p>SWBAT create visual representations of events or characters in a poem</p> <p>SWBAT justify changes in a poem’s structure, tone, form, and style</p>
Assessment Evidence (Stage 2)	
Performance Task Description	

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Students will respond to poetry guided questions in order to analyze a poem: https://docs.google.com/document/d/1EnT56Bqngc1EdY_ykJeeUSgaPvatMq0IwIH4AC4JGHM/edit

Same AP exam essay question: https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap16_frq_english_literature.pdf

Students will create visual representations of "Pied Beauty" and "Juggler" poems

Students will formulate messages, wisdom, and advice that can be extracted through assigned poem from this unit

Students will record group discussion about assigned poem that is conceptually challenging but linguistically accessible: 7-10 minutes responding to content, language, style, form, structure, and deeper meaning

Other Evidence

Research about possible historical context of poems

Whole-group discussions

Journal entries

https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap16_frq_english_literature.pdf

AP essay scoring rubric: https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap16_english_literature_sg.pdf

Learning Plan (Stage 3)

- **Where** are your students headed? **Where** have they been? **How** will you make sure the students know where they are going?
- **How** will you **hook** students at the beginning of the unit?
- **What** events will help students **experience and explore** the big idea and questions in the unit? **How** will you equip them with needed skills and knowledge?
- **How** will you cause students to **reflect and rethink**? **How** will you guide them in rehearsing, revising, and refining their work?
- **How** will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How** will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of **ALL** students, **without compromising the goals of the unit**?
- **How** will you **organize** and sequence the learning activities to optimize the engagement and achievement of **ALL** students?

Show students video clip of “Orange is the new black” where character, Piper Chapman comically explains that the poem is misleading and addresses misconceptions: <https://www.youtube.com/watch?v=EAKyIhhFvbK>

Students will, very early on, be presented with guided questions that should always be asked when analyzing poems: https://docs.google.com/document/d/1EnT56Bqngc1EdY_ykJeeUSGaPvatMq0IwIH4AC4JGHM/edit

Students will be given opportunities to rethink and reflect through meaningful whole-group and small group discussions (see performance task descriptions above)

Self-reflection and peer evaluation form:

<https://docs.google.com/document/d/1uMnyipxQ9Mq6kRpLzmXszXWUFJQP1CdE6IEObyynbVg/edit>

Learning plan will be tailored to the individual by presenting option for learning activities to accommodate various learning styles: https://docs.google.com/document/d/1WoiGoP2fJgKEre_jhYFnFRiS6dqFEEt5qmZ0CY0oTZQ/edit

All learning activities will be scaffold in order to build overarching skills such as reviewing and differentiating between connotations and denotations and practicing guided poetry questions prior to analyzing poems on their own to indicate mastery: https://drive.google.com/drive/folders/0B_ymlDjdAYW2YkVGTepUSGt1dms

See also: https://docs.google.com/document/d/1EnT56Bqngc1EdY_ykJeeUSGaPvatMq0IwIH4AC4JGHM/edit

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

Understanding By Design_Drama & Theatre

Title of Unit	African American Drama & Theatre	Grade Level	11-12
----------------------	----------------------------------	--------------------	-------

Curriculum Area	AP Literature & Composition	Time Frame	5 weeks
Developed By	Krystal Hargrave		
Suggested Texts	"Funnyhouse of a Negro" Adrienne Kennedy; "Two Trains Running" August Wilson		
Identify Desired Results (Stage 1)			
Content Standards			

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>The playwright of “Funnyhouse” focuses on the internal conflict of the African American, whose existence is a result of the violent blending of European and African cultures.</p> <p>Symbolism is used in various ways in literature</p> <p>Imagery is commonly used in literature for many reasons</p> <p>Urban renewal is evident today in America as well as throughout our history</p> <p>There are many effects of blending cultures together</p>	<p>How can blending cultures have both positive and negative effects?</p> <p>How can cultural and social forces be internalized?</p> <p>How do we cope with internal conflicts?</p> <p>How do our possessions define us? How do they define our history and our past?</p> <p>Would you consider the words “money,” “success”, and “power” interchangeable? Why or why not? http://senn-academyhs.enschool.org/ourpages/auto/2016/1/13/64111504/Two%20Trains%20Running%20_4_.pdf</p> <p>How does urban renewal change people’s lives? Who does it impact and how?</p>	<p>How does the playwright use imagery of death?</p> <p>How is symbolism used to reflect important concepts in this play? https://drive.google.com/drive/folders/0B_ymlJdAYW2amZxem5xUkR1SFE</p> <p>How does Memphis’s restaurant bring the neighborhood together during urban renewal?</p> <p>How are Black women in the 1960s depicted in the play?</p> <p>Why does Risa feel she is alienated from the Civil rights and Black Power movement?</p>
Related Misconceptions		

The only topic in "Two Trains Running" is race

Urban renewal is favored by all social classes

Civil Rights Movement and Black Power Movement are
Synonymous

Blending cultures always have positive effects externally
and internally

How is economic injustices passed down through
generations?

How do we preserve the spirit and philosophies
of heroes that came before us?

movement?

How is freedom equated with manhood
in this play?

How does Risa represent sexual
objectification?

Knowledge

Students will know...

Skills

Students will be able to...

In literature, **symbolism can** take many forms including: A figure of speech where an object, person, or situation has another **meaning** other than its literal **meaning**. The actions of a character, word, action, or event that have a deeper **meaning** in the context of the whole story.

When a writer attempts to describe something so that it appeals to our sense of smell, sight, taste, touch, or hearing; he/she has used **imagery**. Often, **imagery** is built on other literary devices, such as simile or metaphor, as the author uses comparisons to appeal to our senses.

Urban renewal, which is generally called **urban regeneration** or "revitalization" is a program of land [redevelopment](#) in areas of moderate to high density urban land use. Renewal has had both successes and failures.

Each person has a unique cultural heritage consisting of a **blend** of different cultural influences. However, research suggests that there are a couple of dominant cultural orientations across the world. The individualistic cultural orientation generally values individuals distinguishing themselves, relative to others

SWBAT infer what internal conflicts a person of mixed cultures might face

SWBAT predict adverse effects and unfavorable feelings and perspectives about urban renewal

SWBAT analyze women's role in a male-dominant society

SWBAT construct arguments to defend, qualify, or challenge an idea or statement

SWBAT warrant claims by justifying and providing evidence of ideas

SWBAT examine how literary device build understanding of literature

SWBAT differentiate between various historical movements

SWBAT evaluate the purpose of multiple historical movement

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Critique Project (See #4): <http://www.ncte.org/library/NCTEFiles/Resources/Journals/EJ/0871-jan98/EJ0871Ideas.PDF>

Practice AP Essay Question: Many works of literature deal with political or social issues. Choose a novel or play that focuses on a political or social issue. Then write an essay in which you analyze how the author uses literary elements to explore this issue and explain how the issue contributes to the meaning of the work as a whole. Do not merely summarize the plot.

https://secure-media.collegeboard.org/apc/ap09_frq_english_literature_formb.pdf

Use following Resource to assign supplemental reading for annotating, analysis, and comparative activities:
<https://www.denvercenter.org/docs/default-source/Show-Study-Guides/all-study-guides/twotrains-running.pdf?sfvrsn=2>

Other Evidence

Whole-group and small group discussion
 Journal Entries
 Comparative charts, graphic organizers, and essays
 Performing plays/drama
 Do now/ Warm up activities
 Times essays (40 min)
 Think-pair-share

Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been? How will you make sure the students know where they are going?**
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
- How will you cause students to **reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

"Funnyhouse of a Negro": Introduction to unit consists of a multi-faceted survey regarding multiculturalism, research, and journal entry to make relevant and personal connection to the topic:

<https://docs.google.com/document/d/1jTGKdZ7iDIyGbj8vQObqleOVgmHfOjIXVFn9-s2H5Zo/edit>

For "Two Trains Running" : show pictures of urban renewal and students write commentary about the implications of these visuals: https://www.google.com/search?q=urban+renewal&rlz=1C1EJFA_enUS726US726&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjwte7t-7jVAhWd2YMKHVUiBdsQ_AUICigB&biw=1821&bih=882

Create written commentary to share and induce whole-group and small group discussion: https://drive.google.com/drive/folders/0B_ymlJdAYW2aExSVGxrM3RkVWc

Self-reflection and peer evaluation form:

<https://docs.google.com/document/d/1uMnyipxQ9Mg6kRpLzmXszXWUFJQP1CdE6IEObyynbVg/edit>

Exemplar to guide students with written critiques to use throughout the year and to provide background information about the assigned text of this unit. Students will annotate as well to enhance understanding of text: <https://commons.marymount.edu/magnificat/the-art-of-adrienne-kennedys-funnyhouse-of-a-negro/>

Learning plan will be tailored to the individual by presenting option for learning activities to accommodate various learning styles: https://docs.google.com/document/d/1WolGoP2fJgKEre_jhYFnFRiS6dqFEEt5qmZ0CY0oTZQ/edit

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Unit by Design _ Unit 3 Psychological and Philosophical Fiction

Title of Unit	The Novel & Philosophical Fiction	Grade Level	11&12
Curriculum Area	AP English Lit and Composition	Time Frame	6 Weeks
Developed By	Krystal Hargrave		
Suggested Text	"The Stranger" Albert Camus; "One Flew Over the Cuckoo's Nest" Ken Kesey		
Identify Desired Results (Stage 1)			
Content Standards			

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.B

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p style="text-align: center;">Terms:</p> <ul style="list-style-type: none"> • Existentialism • Absurdism • Determinism • Nihilism • Naturalism • Stoicism • Sociopathic <p>Concepts:</p> <p>In the past, our society has typically looked down upon the mentally ill and subjected them to discrimination, abuse, neglect, subjugation, and rejection.</p> <p>Care for individuals with mental illnesses has drastically improved since the time when the book was written (1962), although some negative attitudes toward the mentally ill persist.</p> <p>Society and its institutions have an obligation to treat members fairly and humanely.</p> <p>Embracing individualism may come at a price; however, it may also ultimately be the best way to change corrupt societies and institutions</p>	<p>What are the implications of the word "stranger?"</p> <p>We do we demonize those who are different?</p> <p>How can a lack of socially accepted values destroy a person's human nature?</p> <p>How can the tenants of existentialism be both freeing and confining?</p> <p><u>"One Flew over the Cuckoo's nest:"</u></p> <p>How does suffering lead to dehumanization?</p> <p>Are human beings inherently evil?</p> <p>Why do people experience loss of faith?</p> <p>How does power influence our place in the world?</p> <p>How is power, by its nature, corruptive?</p>	<p>How does the setting impact the novel?</p> <p>How is Mersault a reliable or unreliable narrator?</p> <p>How do other characters judge Mersault?</p> <p>How does the reader judge Mersault?</p> <p><u>"One Flew over the Cuckoo's nest:"</u></p> <p>How is a journey a metaphor of life?</p> <p>Why does reading require specialized and unique strategies? (Annotating, visualizing, predicting, evaluating, etc.)</p> <p>How do literary devices and conventions affect perspectives and messages in a work of literature?</p> <p>How does the message of the text apply to historical events, personal lives, and the world at large?</p>
Related Misconceptions		

Psychopathic is the same as sociopathic

Annotating is the only "close-reading" strategy

Personal beliefs do not impact those in the same community

Different is always wrong

In what ways are the names
and places in the text symbolic?

Knowledge

Students will know...

Skills

Students will be able to...

<ul style="list-style-type: none"> ▪ <u>Existentialism</u>: universe is unfathomable; individuals must assume responsibility without knowing right or wrong ▪ <u>Absurdism</u>: universe is irrational and meaningless; search for order brings individual in conflict with universe ▪ <u>Determinism</u>: occurrences are determined by proceeding events; predestined ▪ <u>Nihilism</u>: existence is senseless and useless; no such thing as moral truths ▪ <u>Naturalism</u>: scientific laws can explain everything; act based on natural desires ▪ <u>Stoicism</u>: individuals should be passionless, unmoved by joy or grief, and submissive to natural law ▪ Sociopath: antisocial disorder, often criminal, who lacks a sense of moral responsibility and social conscience. 	<p>SWBAT evaluate how the time period and setting impact the text</p> <p>SWBAT argue both the author and reader purpose</p> <p>SWBAT visualize plot events within a work of literature</p> <p>SWBAT analyze major themes throughout the text</p> <p>SWBAT create arguments about whether the main character(s) are the protagonist(s) or antagonist(s)</p> <p>SWBAT compare and contrast existentialism and nihilism</p> <p>SWBAT differentiate between important concepts, ideas, and philosophies studies throughout the unit</p> <p>SWBAT strategize a rebellion plan for characters in relation to the events in the book</p>
---	---

Assessment Evidence (Stage 2)

Performance Task Description

<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/ • Performance • Standards 	<p>Background notes, vocab, discussion questions: https://www.prestwickhouse.com/samples/201099.pdf</p> <p>Biography activity, setting analysis, characterization: https://www.prestwickhouse.com/samples/200741.pdf</p> <p>Analysis activities ("The Stranger") see: https://hannahgourdie.wikispaces.com/The+Stranger+Activities</p> <p>Symbolism project: names and place in "In One Flew over the Cuckoo's nest"</p> <p>Rebellion Plan Project: empathizing with patients from "One Flew over the Cuckoo's Nest" and strategizing a plan to rebel</p> <p>Webquest/research assessment: http://www.huffenglish.com/webquests/cuckoosnest.html</p> <p>AP times essay question practice 40 min: http://www.collegeboard.com/prod_downloads/ap/students/english/eng_lit_01.pdf</p>
Other Evidence	
<p>Journal entries Think-pair-share Do now/ warm up activities Whole group and small group discussion Vocab in context activities via worksheet/graphic organizer</p>	
Learning Plan (Stage 3)	

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Begin unit with existentialism quiz: http://www.gotoquiz.com/the_existential_quiz

Background notes, vocab, discussion questions: <https://www.prestwickhouse.com/samples/201099.pdf>

Biography activity, setting analysis, characterization: <https://www.prestwickhouse.com/samples/200741.pdf>

http://www.jonescollegeprep.org/ourpages/auto/2014/3/26/47780661/Absurdism_%20Existentialism_%20Nihilism.pdf

provide notes on various critical concepts within this unit (see above link and below):

http://www.diffen.com/difference/Psychopath_vs_Sociopath

Self-reflection and peer evaluation form:

<https://docs.google.com/document/d/1uMnyipxQ9Mg6kRpLzmXszXWUFJQP1CdE6IEObyynbVg/edit>

Examples AP essay to be revised, self and peer evaluated: http://www.collegeboard.com/prod_downloads/ap/students/english/eng_lit_01.pdf

Learning plan will be tailored to the individual by presenting option for learning activities to accommodate various learning styles: https://docs.google.com/document/d/1WolGoP2fJgKEre_jhYFnFRiS6dqFEEt5qmZ0CY0oTZQ/edit

Unit by Design_ Unit 4_ Historical Fiction

Title of Unit	Historical Fiction	Grade Level	11-12
Curriculum Area	AP Lit and Comp.	Time Frame	4 weeks
Developed By	Krystal Hargrave		
Suggested Texts	" "Things Fall Apart" Chinua Achebe (paired with excerpts from "Heart of Darkness" by Joseph Conrad		
Identify Desired Results (Stage 1)			
Content Standards			

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Colonialism is the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.</p> <p>“Things Fall Apart” is a postcolonial novel</p> <p>Achebe frequently relies on proverb to get important messages across in the novel</p> <p>“Things Fall apart” acts as a counterargument to the stereotype that Africa is uncivilized</p>	<p>How does change play a role in the functioning of a people or culture?</p> <p>How is culture held together?</p> <p>Describe what type of things tear a culture apart?</p> <p>In which ways can religion both guide and destroy a society?</p> <p>How do our experiences help lead us to self-awareness?</p>	<p>How does Achebe provide a feel for Igbo language and culture throughout the text?</p> <p>How does the father-son relationship throughout three generations shape the personalities of Okonkwo, and Nwoye?</p> <p>How does Achebe highlight gender roles and emphasize manliness and strength for men?</p> <p>How does the District Commissioner symbolize intolerance and disrespect for cultures he considers inferior?</p> <p>How and why does Achebe use proverb throughout this novel?</p> <p>What is the importance of status symbols in Okonkwo's world and today's world?</p>
Related Misconceptions		

Achebe's depiction of Africans is much like Conrad's depiction of Africans in "Heart of Darkness"

Africa is an uncivilized place

Any place that is not ran as a democracy is uncivilized

Different cultures are always easy to understand are always easy to assimilate to

Most societies are dominated and governed through religion opposed to culture

All tribes in Africa share the same values

Black American culture is the exactly the same as African culture

How can fear be a catalyst for destruction and failure?

How does Achebe counter the imperialist view that Africa as a continent is uncivilized?

Knowledge

Students will know...

Skills

Students will be able to...

<p>A proverb is "a brief, memorable saying that expresses a truth or belief" (Proverb). "Proverbs are the palm oil with which words are eaten" (Achebe 7), and they enhance the meaning of all the conversations. ... In Things Fall Apart, proverbs are mainly used in the development of the important characters.</p> <p>"Things Fall Part" was written to depict Africans as people with voices and backstories opposed to what some highly regarded European novels has portrayed native Africans as. Scholars say "Things Fall Apart" counters Conrad's "Heart of Darkness" which portrays Africans as animals, savages, and not human at all.</p> <p>The action of "Things Fall Apart" occurs in two places. Most of the action is set in Umuofia, a village of Igbo people in the African country of Nigeria. There are a number of Igbo villages in the area.</p>	<p>SWBAT defend, challenge, or qualify a statement</p> <p>SWBAT perform dual comparison between two or more texts</p> <p>SWBAT compare the depiction of Africans between two or more texts</p> <p>SWBAT analyze characters through description, dialogue, thoughts, and actions</p> <p>SWBAT explain the influence of culture on characters from the novel</p> <p>SWBAT assess changes in a character when he/she is put in various situations like culture shift and relocating</p> <p>SWBAT design laws that protect those who are rarely given the opportunity to have a voice</p> <p>SWBAT refute unfair misconceptions and stereotypes through evidence from the text</p>
---	--

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Major pre-assessment: Cultural Mask Project
<https://docs.google.com/document/d/1NCfeA9HPywj4n-VHt1qWksTvThMZdsZ5Mx1bJVIAjWY/edit>

AP essay question regarding cultural collisions- https://secure-media.collegeboard.org/apc/ap03_frq_english_lit_22957.pdf

Other essay/open-ended options: <https://docs.google.com/document/d/1jP-q-OwVpUqxYPh40xlQaK6yRe5JOYRO6zBkBsD7cY8/edit>

Refuting misconceptions and stereotypes using textual evidence: (Focus on mastery of standard below)

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Other Evidence

Do now/warm up
 Homework
 Think-pair-share
 Small group and whole group discussions
 Character analysis- DDATO
 Question, inferences, explain, evidence- QIEE form

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Cultural Mask Project- Pre reading activity/ reflection: <https://docs.google.com/document/d/1NCfeA9HPywj4n-VHt1qWksTvThMZdsZ5Mx1bJVIAjWY/edit>

Scholarly critiques and exemplars for students to use as resource throughout: <https://www.ukessays.com/essays/education/heart-of-darkness-vs-chinua-achebe.php>

Video comparison for historical context: <http://study.com/academy/lesson/comparison-between-heart-of-darkness-things-fall-apart.html>

Self, peer, and teacher review and evaluation of AP style essay rubric/checklist: https://www.heinemann.com/shared/companionresources/e02157/burkewtbchapter1/apessayscoringrubric_fig1.3.pdf

Self-reflection and peer evaluation form: <https://docs.google.com/document/d/1uMnyipxQ9Mg6kRpLzmXszXWUFJQP1CdE6IEObyynbVg/edit>

Learning plan will be tailored to the individual by presenting option for learning activities to accommodate various learning styles: https://docs.google.com/document/d/1WolGoP2fJgKEre_jhYFnFRiS6dqFEEt5qmZ0CY0oTZQ/edit

Unit by Design_ Unit 5 Greek Mythology

Title of Unit	Greek Mythology	Grade Level	11&12
Curriculum Area	AP Lit and Composition	Time Frame	6 weeks
Developed By	Krystal Hargrave		

Suggested Texts	"Lysistrata" by Aristophanes; "Oedipus Rex" by Sophocles
Identify Desired Results (Stage 1)	
Content Standards	

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>There is a clear distinction between Ancient Greek tragedies and Ancient Greek comedies.</p> <p>There was a clear distinction between the roles of Ancient Greek Goddess and of Ancient Greek Women.</p> <p>The events that take place in people’s lives are, many times, based on the decisions that they make.</p> <p>Gender stereotypes vary based on culture and history.</p>	<p>How much influence do humans have over their own lives?</p> <p>Why or why not is it always good to discover the truth?</p> <p>How is a country’s leader a reflection of that country, both its soul and populace?</p> <p>How does historical context help readers better understand a piece of literature?</p>	<p>How do the Greek Gods contribute to human decision making?</p> <p>How does Oedipus’s character bring about his own suffering?</p> <p>How did ideas around gender roles contribute to the comedy of Lysistrata?</p> <p>In what ways does Lysistrata portray humor?</p> <p>How does Aristophanes portray men in “Lysistrata?”</p> <p>How does Aristophanes exploit gender stereotypes in “Lysistrata?”</p> <p>Why and how did Aristophanes choose women as the heroes?</p> <p>How are women objectified in “Lysistrata?”</p> <p>How does Aristophanes undermine notions of masculinity and femininity?</p> <p>Why and how did Lysistrata have so much power and influence over the other women around her?</p>
Related Misconceptions		
<p>All things that happen in a person’s life are predetermined</p> <p>All things that happen in life are based on one’s decisions.</p> <p>Women in ancient Greece had the same roles in society as Greek Goddesses.</p>		
Knowledge Students will know...	Skills Students will be able to...	

<p>Heroine: a woman admired or idealized for her courage, outstanding achievements, or noble qualities.</p> <p>Greek mythology is the body of myths and teachings that belong to the ancient Greeks, concerning their gods and heroes, the nature of the world, and the origins and significance of their own cult and ritual practices. It was a part of the religion in ancient Greece.</p> <p>Greek tragedy is a form of theatre from Ancient Greece and Asia Minor. It reached its most significant form in Athens in the 5th century BC, the works of which are sometimes called Attic tragedy.</p> <p>Ancient Greek comedy was one of the final three principal dramatic forms in the theatre of classical Greece (the others being tragedy and the satyr play). Athenian comedy is conventionally divided into three periods: Old Comedy, Middle Comedy, and New Comedy.</p>	<p>SWBAT compare the components of Ancient Greek tragedies versus Ancient Greek Comedies</p> <p>SWBAT analyze characters through description, dialogue, actions, thoughts, and other thoughts</p> <p>SWBAT investigate notions of masculinity and femininity from Ancient Greek time periods</p> <p>SWBAT examine how a character's decisions leads to his/her demise</p> <p>SWBAT justify an argument about the text by warranting a claim and providing evidence that Supports that claim</p> <p>SWBAT illustrate multiple ways the author creates humor as a literary device</p> <p>SWBAT explore female power and female emancipation through the plot of "Lysistata"</p>
---	---

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Timed Essay qualifying or refuting the following statement: In light of reading about the action that takes place in "Lysistrata," Comedy is very serious business. –see AP essay rubric

https://www.heinemann.com/shared/companionresources/e02157/burkewtbichapter1/apessayscoringrubric_fig1.3.pdf

Essay (not timed and can be reviewed and revised): How does "Lysistrata" explore the following topics: female power and emancipation as well as using sex as weapon to end war?"

Essay options for "Oedipus" : <http://teacherweb.com/CA/LodiHighSchool/MrsRose/EssaytoOedipus5APprompts1.pdf>

Project options and directions (accessing interest, skills, talents, multi-intelligence for differentiation, etc.): <https://docs.google.com/document/d/1OI0zn0unNBd66g5PxWZtkqKVsu3SZh7bVSroRlvZBw/edit>

Other Evidence

Journal
 Warm up, do now
 Think-pair-share
 Small group discussions
 Whole groups discussions
 DDATO- character analysis
 QIEE- questions, inferences, explanation, evidence from text
 Homework

Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been? How will you make sure the students know where they are going?**
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink?** How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Students will analyze female heroines that they've encountered prior to reading "Lysistrata" Think of a female either that you've encountered in a book or movie or someone who have a personal tie to and describe what makes this person a heroine.

For "Oedipus," students will analyze by explaining the characteristics of a hero that has a tragic flaw. This Exercise can be a journal where volunteers share out.

Also some video clips to introduce Ancient Greek history and culture: <https://www.youtube.com/watch?v=c4oMcBjouJA>

Self, peer, and teacher review and evaluation of AP style essay rubric/checklist: https://www.heinemann.com/shared/companionresources/e02157/burkewtbchapter1/apessayscoringrubric_fig1.3.pdf

Self-reflection and peer evaluation form: <https://docs.google.com/document/d/1uMnyipxQ9Mg6kRpLzmXszXWUFJQP1CdE6IEObyynbVg/edit>

Learning plan will be tailored to the individual by presenting option for learning activities to accommodate various learning styles: https://docs.google.com/document/d/1WolGoP2fJgKEre_jhYFnFRIS6dqFEEt5qmZ0CY0oTZQ/edit

Understanding By Design Unit 6_ Pre-19th Century

Title of Unit	Pre-19 th Century Literature	Grade Level	11-12
Curriculum Area	AP English Lit	Time Frame	6 weeks
Developed By	Krystal Hargrave		
	"King Lear" William Shakespeare; "Doctor Faustus" Christopher Marlowe		
Identify Desired Results (Stage 1)			
Content Standards			

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure:

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Antithesis: a person or thing that is the direct opposite of someone or something else.</p> <p>Compassion motivates people to go out of their way to help the physical, spiritual, or emotional hurts and pains of another.</p> <p>Empathy: the ability to understand and share the feelings of another.</p> <p>Sympathy: feelings of pity and sorrow for someone else's misfortune.</p> <p>“Doctor Faustus” can be categorized as a “morality play” or a “historical allegory.”</p> <p>Iambic pentameter: a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable</p> <p>Blank verse: verse without rhyme, especially that which uses iambic pentameter.</p>	<p>How can appearances be different from reality?</p> <p>How should injustice be righted?</p> <p>To what extent should children be dedicated to their parents?</p> <p>How does one describe the human condition?</p> <p>How do you describe “loyalty?”</p> <p>Describe the correlation between wealth and justice in our modern society?</p> <p>How can we describe “black magic” and what can we compare it to?</p> <p>Why do we sometimes act and make decisions without considering the consequences?</p> <p>How does academic success equate to high value and feelings of adequacy?</p>	<p>Why is the study of Shakespeare both critical and universal?</p> <p>How does Shakespeare portray deception in “king Lear?”</p> <p>How does Shakespeare portray compassion throughout the play?</p> <p>How are good and evil portrayed in this play?</p> <p>How does the relationship between wealth and justice play a role in “King Lear?”</p> <p>How does Mephistophilis play a role in Faustus’s damnation?</p> <p>How does Marlowe complicate his character and inspire our sympathy?</p> <p>How does Faustus use the magical gifts that he receives?</p> <p>How and why does Marlowe use comic relief in “Doctor Faustus?”</p>
Related Misconceptions		

"Doctor Faustus" is a Christian Tragedy
Things are always what they appear to be
Empathy and sympathy are synonymous

Knowledge

Students will know...

Skills

Students will be able to...

The morality play is a genre of Medieval and early Tudor theatrical entertainment. In their own time, these plays were known as interludes, a broader term for dramas with or without a moral

Writers or speakers typically use **allegories** as literary devices or as rhetorical devices that convey (semi-)hidden meanings through symbolic figures, actions, imagery, or events, which together create the **moral**, spiritual, or political meaning the author wishes to convey.

We are sometimes deceived because we are unable to examine a situation separate from our feelings.

The Tragedy of **King Lear**, like William Shakespeare's many other plays, is well-structured in a combination of verse and prose. ... However, on the other hand, blank verse, or **iambic pentameter**, is regarded as an elegant and high-class way of speaking.

-

We have a strong desire to see justice done, and we have a great deal of difficulty accepting it when we feel injustice has not been righted, but we don't all agree on what justice is and how injustice should be righted.

A god complex is an unshakable belief characterized by consistently inflated feelings of personal ability, privilege, or infallibility

-

Part of being a compassionate person in the

SWBAT analyze characters through description, dialogue, actions, and thoughts

SWBAT translate early modern English to today's modern English

SWBAT defend a statement by creating an argument to support it

SWBAT challenge an argument by creating counterargument to refute it

SWBAT qualify an argument by providing support and explanation in order to do so

SWBAT differentiate between examples of sympathy and examples of empathy

SWBAT perform dual comparison between one or more texts

SWBAT interpret how historical context plays a major role in the deeper understanding of a text

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/ Performance**
- **Standards**

https://secure-media.collegeboard.org/apc/eng_lang_00.pdf: Defend, challenge or qualify essay (AP timed essay practice)

Create living will as King Lear with rationale of who he is leaving his riches to and why- project where each person in group chooses different daughter using context from the play- 3 people per group- see rubric: <https://www.cmu.edu/teaching/assessment/examples/courselevel-bycollege/hss/tools/jeria.pdf>

Doctor Faustus Essay prompts- AP essays: https://docs.google.com/document/d/1_K1jqwtcHiw7wb9JZg7vJWg3p4R6POhUozlPqqoi3RM/edit

Other Evidence

Journal entries
Do now/ warm up
Think-pair-share
Whole group and small group discussions
Homework

Learning Plan (Stage 3)

<ul style="list-style-type: none"> ● Where are your students headed? Where have they been? How will you make sure the students know where they are going? ● How will you hook students at the beginning of the unit? ● What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge? ● How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work? ● How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit? ● How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit? ● How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students? 	<p>Narrative writing that requires either or both “white magic” or “black magic” – for Christopher Marlowe’s “Doctor Faustus” Biography information: https://www.biography.com/video/christopher-marlowe-mini-biography-14069315526</p> <p>For King Lear: Journal Entry regarding who they would trust with their most important possessions with Explanation- certain family members, friends, mentors, etc. This will help students begin to understand important themes they will be introduced to in the play. (PARCC narrative writing rubric): https://prc.parcconline.org/system/files/Grade6-11-ELA-LiteracyScoringRubric-July2015_0.pdf</p> <p>Self, peer, and teacher review and evaluation of AP style essay rubric/checklist: https://www.heinemann.com/shared/companionresources/e02157/burkewtbichapter1/apessayscoringrubric_fig1.3.pdf</p> <p>Self-reflection and peer evaluation form: https://docs.google.com/document/d/1uMnyipxQ9Mq6kRpLzmXszXWUFJQP1CdE6IEObyynbVg/edit</p> <p>Learning plan will be tailored to the individual by presenting option for learning activities to accommodate various learning styles: https://docs.google.com/document/d/1WolGoP2fJgKEre_jhYFnFRiS6dqFEEt5qmZOCY0oTZQ/edit</p>
---	--

UbD_Unit 7_Argument&Rhetoric

Title of Unit	Expository Prose & Rhetoric	Grade Level	11 & 12
Curriculum Area	AP Lit and Composition	Time Frame	5 weeks
Developed By	Krystal Hargrave		

Suggested Texts

"Hunger of Memory" Richard Rodriguez; "Little Things are Big" Jesus Colon

Identify Desired Results (Stage 1)**Content Standards**

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>There are programs in the education system that are aimed to aid the success of non-English speaking students</p> <p>Bilingual education has both pros and cons</p> <p>There are many reasons people can feel they are losing their identity</p> <p>People’s fear of being prejudged can alter their natural decision-making</p> <p>Arguments are designed to be persuasive</p> <p>Steps to an argument include claim, evidence, warrant, and qualifications</p>	<p>How do our decisions and actions define us?</p> <p>How do we protect ourselves from prejudice?</p> <p>Should we ever compromise who are to avoid scrutiny?</p> <p>How do race relations in America impact our decisions and actions?</p> <p>How do language and a change in language affect family dynamics and one’s sense of belonging to a culture?</p> <p>Why is language an important aspect of integration?</p> <p>How is intimacy created through language?</p>	<p>Why is the title of Colon’s essay “Little Things are Big?”</p> <p>How does the narrator use tone and voice to portray his feeling and inner thoughts?</p> <p>Why is it significant that his siblings don’t talk about school when they get home each day?</p> <p>Why does the author feel he is losing his Mexican identity?</p> <p>Why is Rodriguez upset when his parents speak to him in English? Why has Rodriguez described his family as “foreigners”, and how has his understanding changed in this second part of the text?</p>
Related Misconceptions		

<p>Only native English speakers can be successful in America</p> <p>All people from other cultures and races are prejudice</p> <p>People should never compromise themselves for reasons of prejudice</p> <p>Non English speaking students cannot achieve academically</p>	<p>Can come someone betray their culture?</p> <p>Why or why not is assimilating necessary?</p>	<p>Why must we warrant our claims if our goal is to persuade?</p> <p>How are rhetorical strategies used to persuade?</p>
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

<p>Assimilation: the process of taking in and fully understanding information or ideas.</p> <p>ESL is known as the “English as a second language” program in educational institutions for non-English speaking students</p> <p>Claim: state or assert that something is the case, typically without providing evidence or proof.</p> <p>Warrant (verb): justify or necessitate (a certain course of action or argument/claim) The warrant – making the logical connections – the reasoning drawing out the evidence</p> <p>Evidence to support the claim – Empirical data, published work, studies, etc.</p> <p>Qualifications: conditions limiting main claim</p> <p>Rhetoric is the gentle art of persuasion</p>	<p>SWBAT analyze a title to an essay by explaining its relevance to the context of the text</p> <p>SWBAT validate or refute the narrator’s decision in the text</p> <p>SWBAT connect narrative essay to personal or other real-world circumstances</p> <p>SWBAT recreate the ending of the narrative essay and track the differences between their version and the original</p> <p>SWBAT predict the outcome of a particular action based on the context of the essay</p> <p>SWBAT make inferences about decisions made and diction used in the essay</p> <p>SWBAT identify an author’s argument and how he supports it</p> <p>SWBAT analyze character changes, discussing in general terms and with reference to specific details in the text</p> <p>SWBAT infer an author’s characterization of a subject from what he says about it</p> <p>SWBAT draw conclusions about the significance of various moments with regards to greater themes in a story</p> <p>SWBAT make an argument using ideas gleaned from the text</p> <p>SWBAT refute, qualify, or defend an idea evident in the text</p>
--	--

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

In groups, students will create claim about the author's purpose, warrant the claim, qualify the claim, and provide evidence to support their arguments via Googleslides, Prezi, or other presentation platform. Rubric: <https://docs.google.com/document/d/1WtiU-zOu3oq0oWwR4YqUoLqEN-kKKTxpY7UqOf0byTQ/edit>

Students will defend, qualify, or refute a related statement/argument extracted from the text in essay format for AP essay practice: <https://docs.google.com/document/d/1PeUGoSUX6j-8UPTQv7RL2h4Y5TZKyIRrjHYwI8TuCI/edit>

Other Evidence

Practice with creating warrants and claims: <http://www.vanderbilt.edu/AnS/english/mwollaeger/cdw.htm>

Journal writing

Do now/ warm up

Homework

Think-pair-share

Small group discussions

Whole-group discussions

Learning Plan (Stage 3)

<ul style="list-style-type: none"> ● Where are your students headed? Where have they been? How will you make sure the students know where they are going? ● How will you hook students at the beginning of the unit? ● What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge? ● How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work? ● How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit? ● How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit? ● How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students? 	<p>Students are introduced to the varying opinions and arguments towards bilingualism in America via short documentary: https://www.youtube.com/watch?v=sQSwC6N88y8</p> <p>Reading "Hunger of Memory" and "Little Things are Big," students can explore themes about language, assimilation, and identity. – Students will build skills on supporting or refuting an argument. https://docs.google.com/document/d/1WtiU-zOu3oq0oWwR4YqUoLqeN-kKKTxpY7UqOf0byTQ/edit and https://docs.google.com/document/d/1PeUGoSUX6j-8UPtQv7RL2h4Y5TZKyIRrjHYwI8TuCI/edit</p> <p>Self-reflection and peer evaluation form: https://docs.google.com/document/d/1uMnyipxQ9Mg6kRpLzmXszXWUFJQP1CdE6IEObyynbVg/edit</p> <p>Learning plan will be tailored to the individual by presenting option for learning activities to accommodate various learning styles: https://docs.google.com/document/d/1WolGoP2fJgKEre_jhYFnFRiS6dqFEEt5qmZ0CY0oTZQ/edit</p>
---	---

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)