

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH DEPARTMENT

**AP ENGLISH LITERATURE AND
COMPOSITION**

COURSE PHILOSOPHY

This course will combine the intensive study of both classical and contemporary literature with extensive and varied writing work to create a learning experience similar to an introductory college level English course. The course's thematically organized units will provide students with opportunities to consider essential questions that fuel literary expression. In addition, by focusing on the close reading of texts students will work to develop their understanding of the mechanics of the literary effects that continue to have such a powerful effect on the way we think. The approach to writing will focus on students working to develop clear, authoritative voices that develop analyses and arguments from carefully reasoned and well supported assertions.

COURSE DESCRIPTION

Grade Level: 12

Department: English

Course Title: AP English Literature and Composition

Credits: 5

Course Code: 010455

BOARD OF EDUCATION ADOPTION DATE: AUGUST 31, 2009

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Course Philosophy

This course will combine the intensive study of both classical and contemporary literature with extensive and varied writing work to create a learning experience similar to an introductory college level English course. The course's thematically organized units will provide students with opportunities to consider essential questions that fuel literary expression. In addition, by focusing on the close reading of texts students will work to develop their understanding of the mechanics of the literary effects that continue to have such a powerful effect on the way we think. The approach to writing will focus on students working to develop clear, authoritative voices that develop analyses and arguments from carefully reasoned and well supported assertions.

Course Description

This course engages students in the reading and critical analysis of selected literary texts. Structure, style, and themes will be explored. Students will write analytical essays under timed test-taking conditions that integrate their abilities to recognize syntax, diction, tone, and figurative language.

**Freehold Regional High School District
Curriculum Map**

AP Literature & Composition

Relevant Standards 1	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
<p>3.1.12.G.1-6, 9-14, 18, 24 3.1.12.H.3-5, 7-9 3.2.12.A.2-4, 6-9 3.2.12.B.1-7,9,11-12 3.2.12.C.2, 4 7; D.2-4, 8 3.3.12.A.1-6; 3.4.12.A.1-3; B.1,6-7; 3.5.12.A.1; B.3; C.1,4; 8.1.A.1; B.2</p>	<p>Conflict between human beings exists, has been a benchmark of human interaction throughout history, and is reflected in the writings of significant literary figures for both our analysis and our reflection. The suppression and oppression of the female have been ongoing tenants of societies throughout the ages: The plight of the female vis-à-vis the actions of impervious male-dominated societies, reflects man’s inhumanity to man/woman. Men and women present as imperfect, flawed, and with multiple sides to their personalities. Consequently, their actions can have both a positive and negative impact on themselves, their significant others, and societies at-large. Social issues that are present within a society of men and women oftentimes govern the actions and reactions of the people and, as a direct result, the path(s) that the society will ultimately take in the future. The actions and interactions of men and women are often viewed as ironic and satiric in scope and, as such, reveal one’s true nature through dramatic contrast of both characters and events.</p>	<p>How does our response to conflict in literature inform our understanding of social and moral issues in society? What is the role of archetypes in our understanding of conflict and the protagonist’s reaction to conflict? What role does chaos play in the creative process?</p> <p>How does characterization evolve through an author’s establishment of “community” in a work? How do racism, sexism, and a lack of education create problems for society? How does government oppression influence hostility between racial, gender, and ethnic groups?</p> <p>Does everyone have a dark side? If so, how is this dark side manifested in human behavior? What attributes pertain to being human? What is the difference between being alive and being human? Is man/woman responsible to himself/herself or to society? How does literature reflect/shape our beliefs about good and evil? How are social issues involving oppression based on class, race, and gender expressed through literature? What are the values necessary in order to create a stable society? How do works of literature advocate changes in social attitudes or in traditions? How does the author seek to modify the reader’s views in regards to these attitudes or traditions? How is satire used in literature to create social commentary? How does an author use humor to illustrate specific themes in a literary work? What is the purpose of irony in literature?</p>	<p>Anticipatory Set Questions Discussion on the literary piece under study Discussion on how the literary piece under study may link with pieces that have been covered in the past. Introduction of the author of the piece under study Discussion of the literary period in which the piece under study takes place Introduction of the central focus of the analysis that will take place for the piece under study</p>	<p>Journals Quizzes Chapter Test Written Assignments Oral Presentations Observations Participatory Rubrics Role Play Research Assignments Interviews Collaboration</p>	<p>Written tests and quizzes Worksheets Project assessments Article summaries Responses to discussion questions Journal assessments Written abstracts with oral presentations AP Writing Rubric AP Oral Presentation Rubric Revise/Edit Role Play Rubric Journal Writing Rubric Creative Writing Rubric Essay Rubric Seminar Rubric Reading Journal Rubric Mid Term Exam Final Exam</p>

**Freehold Regional High School District
Course Proficiencies and Pacing**

AP Literature & Composition

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: The Nature of Conflict	<p>Conflict between human beings exists, has been a benchmark of human interaction throughout history, and is reflected in the writings of significant literary figures for both our analysis and our reflection.</p> <p>1. The unit goal for unit #1 is for students to discover and analyze the nature of conflict in world literature.</p>	5-6 weeks
Unit # 2: By and About Women	<p>The suppression and oppression of the female have been ongoing tenants of societies throughout the ages. The plight of the female, vis-à-vis the actions of impervious male-dominated societies, reflects man's inhumanity to ma/woman.</p> <p>1. The goal for unit #2 is that students will study and analyze the treatment of the female through the analysis of literature acquiring a more measured understanding of the oppression and suppression of the female by male-dominated societies and the ramifications of same for future generations.</p>	5-6 weeks
Unit # 3: The Quest for Truth and Values	<p>Men and women present as imperfect, flawed, and with multiple sides to their personalities. Consequently, their actions can have both a positive and negative impact on themselves, their significant others, and societies at-large.</p> <p>1. The goal for unit #3 is that students will gain an understanding of the multi-sided nature of man/woman through the analysis of literature depicting men and women in difficult, life altering, positions and conditions.</p>	5-6 weeks
Unit # 4: Social Issues	<p>Social issues that are present within a society of men and women oftentimes govern the actions and reactions of the people and, as a direct result, the path(s) that the society will ultimately take in the future.</p> <p>1. The goal for unit #4 is that students will learn how social issues not only set the stage for the development of characterization and theme in a literary work but, by extension, reflect how the presence of social issues often determine the direction that a society may take in the future.</p>	5-6 weeks
Unit # 5: Humor, Satire, and Irony	<p>The actions and interactions of men and women are often viewed as ironic and satiric in scope and, as such, reveal one's true nature through dramatic contrast of both characters and events.</p> <p>1. The goal for unit #5 is to have students determine, vis-à-vis writer's craft, the multi-faceted aspects of an author's use of irony in a literary work.</p>	5-6 weeks

**Freehold Regional High School District
AP Literature & Composition**

Unit #1: The Nature of Conflict

Enduring Understanding: Conflict between human beings exists, has been a benchmark of human interaction throughout history, and is reflected in the writings of significant literary figures for both our analysis and our reflection.

Essential Questions: How does our response to conflict in literature inform our understanding of social and moral issues in society?

What is the role of archetypes in our understanding of conflict and the protagonist's reaction to conflict?

What role does chaos play in the creative process?

Unit Goal: The students will discover and analyze the nature of conflict in world literature.

Duration of Unit: 5-6 weeks

NJCCCS: 3.1.12.G.1-21, 24; H.1,3-5, 7-9; 3.2.12.A.1-9;B.1-12; C.4, 7; D.2-4, 7-8; 3.3.12.A.1-3;B.2-5, 8; 3.D.3; 3.4.12.A.3; B.1, 7; 3.5.12.A.1-4; B.2-3; 8.1.A.1; 8.1.B.3; 8.1.B.9

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does our response to conflict in literature inform our understanding of social and moral issues in society?</p>	<p>Define conflict. How does conflict drive the plot in literature? How do characters reach resolution and is the resolution of conflict productive or destructive? What is the protagonist's viewpoint? Can one empathize with the characters in the works examined? How do culture and politics affect the resolution of conflict in the works of literature. Is the classic archetype of good vs. evil, as represented in literature, still relevant in today's society? How does the behavior of characters in the core works range from heroic to anti-heroic? How do the character's actions in the work reflect the attitudes of current political leaders? How do certain characters' viewpoints address good and evil in the works under study? How have students' ideas of heroism and good and evil changed as a result of studying the literature?</p>	<p><i>The Bedford Introduction to Literature</i>, Seventh Ed. <i>Multiple-choice and Free-response Questions in Preparation for the AP English Literature and Composition Examination</i>, 7th ed. DiYanni, Anthology of Short Stories Internet: http://infotrac.galgroup.com/menu http://www.galenet.com/servlet/LitIndex http://search.cbsohost.com Literative CD-Rom</p>	<p>Using knowledge of current events, students will create a visual representation of conflict in the world with brief descriptions of each photo/drawing/cartoon. Students will present collages to class.</p> <p>In groups' students will trace the development of the plot by creating tracking posters with visuals and explanations; students will role play two of the characters in the work using the text to provide the situations and positions, but allowing students to resolve the conflict as they might actually do.</p> <p>Students will create a graphic organizer depicting the character's personality changes throughout the work; students will write an expository essay explaining whether a character in a work achieved conflict resolution and how this resolution or lack of resolution affected his/her word view.</p>	<p>Written tests and quizzes Worksheets Project assessments Article summaries Responses to discussion questions Journal assessments Written abstracts with oral presentations AP Writing Rubric</p>
<p>What is the role of archetypes in our understanding of conflict and the protagonist's reaction to</p>	<p>What is one's understanding of the meaning of heroism and good and evil as they relate to the reader? Define chaos giving global as well as personal and psychological examples. What are the methods through which an author creates chaos in a work and how the characters react to that chaos? How does the author's experience with a particularly chaotic situation, either personal or global, lead to the</p>	<p>Videos <i>Heart of Darkness</i> <i>Jude the Obscure</i> <i>Grapes of Wrath</i> <i>Song of Solomon</i> <i>Tess of the d'Urbervilles</i> <i>Sidhartha</i> <i>Demian</i> <i>Hamlet</i></p>	<p>Students are to reread specific scenes involving the protagonist in the novels and discuss them from the perspective of the prevailing social attitudes of the time; small groups will research and discuss race, gender, and class issues as well as prevailing political and economic conditions; using an appropriate school of literary criticism as the perspective through which to analyze the novel, write a research paper in which the attitudes exhibited in the work are traced to the prevailing cultural perspective. Putting aside the norms, values, and political views of today, have students' role play scenes from the novel under study to understand the basis of the character's actions, and then have students debate the validity of those actions.</p>	<p>AP Oral Presentation Rubric Revise/Edit Role Play Rubric</p>

<p>conflict?</p> <p>What role does chaos play in the creative process?</p>	<p>tone, theme, and overall perspective of a work under study?</p> <p>Critically analyze certain characters viewpoints in regard to the setting of the work under study.</p> <p>Examine how the author’s experiences are not isolated, but represent situations still relevant today.</p> <p>Display an understanding of the individual’s reaction to extreme stress.</p>	<p><i>King Lear</i> <i>Othello</i> <i>Oedipus Rex</i></p>	<p>Students will create a psychological profile of one of the characters; they will then place that character in a plot moment using a current political situation as a backdrop.</p> <p>Have the students identify as many examples of good vs. evil in literature as they can; using those examples, have the students create definitions of good, evil, hero, and villain that are relevant today.</p> <p>Students will keep a dialectical journal that chronicles ambiguities and dualities in the behavior of a particular character; based on the previously developed definitions students will analyze the ways in which their selected character conforms to the particular characteristics of a hero or of an anti-hero in a timed writing exercise.</p> <p>Using a graphic organizer, have students compare a fictional character with a modern day non-fictional counterpart; students should present their character analysis to the class, the class should discuss the characteristics of a leader/hero; students will write a timed argument essay in which they either defend or dispute the presence of archetypal heroic characteristics (as defined in the literary study) in today’s world leaders.</p> <p>Create a dialogue between two characters from different works in which they discuss the reasons for suffering in the world (ie: a discussion between Job and Oedipus); using the epistolary method, have students carry on a correspondence between two or more of the characters in a work.</p> <p>Students will find poetry or song lyrics that reflect the ideas under discussion; they will illustrate their lyrics or poems and present them for the class, discussing how their projects relate to the archetypes and how their perceptions of good and evil have changed.</p> <p>Using various values clarification exercises, divide students into groups with each group having a different assignment; allow group debate to follow a whole class discussion of each group’s findings.</p> <p>Have students create a specific definition of chaos differentiating it from simple conflict or disorder; using the definition, students should discuss and list books, movies, or other examples of chaos with which they may be familiar; students should listen to, and discuss, interviews with leading authors from programs on NPR, including “Intersections” and “Art Out of Cataclysm”.</p> <p>In small groups, students will select literary devices to investigate and create their own representations of the author’s point of view of chaos using a variety of media.</p> <p>Students will use a tracking poster, storyboard, or timeline to trace the author’s attitude toward the subject throughout the novel; students will write an analytical essay detailing these changes and not particularly the literary devices that represent each stage.</p> <p>Students will discuss the tensions created by the character’s reaction to chaos and whether these tensions are internal or external; students will create symbols to trace motifs in the works under study.</p> <p>Using their knowledge of current events, students should research current literature written in response to cataclysm; students should write an expository essay about the interaction between literature and chaos.</p> <p>The class should discuss the role of the media in creating or eliminating chaos in people’s lives; students should stage a reality television show based on any of those currently on the air; at the end of this role-play, students should write a reflective piece discussing their personal reactions to either participating or watching their peers’ experiences.</p>	<p>Journal Writing Rubric</p> <p>Creative Writing Rubric</p> <p>Essay Rubric</p> <p>Seminar Rubric</p> <p>Reading Journal Rubric</p> <p>Mid Term Exam</p> <p>Final Exam</p>
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Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through various modalities of assessment, independent research, collaborative learning groups, and the use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
AP Literature & Composition**

Unit # 2: By and About Women

Enduring Understandings: The suppression and oppression of the female have been ongoing tenants of societies throughout the ages.

The plight of the female, vis-à-vis the actions of impervious male-dominated societies, reflects man’s inhumanity to man/woman.

Essential Questions: How does characterization evolve through an author’s establishment of “community” in a work?

How do racism, sexism, and a lack of education create problems for society?

How does government oppression influence hostility between racial, gender, and ethnic groups?

Unit Goal: Students will study and analyze the treatment of the female through the analysis of literature acquiring a more measured understanding of the oppression and suppression of the female by male-dominated societies and the ramifications of same for future generations.

Duration of Unit: 5-6 weeks

NJCCCS: 3.1.12.G.1-17, 19, 21, 24; H.1, 3-5, 7-9; 3.2.12.A.1-9; B.1; 3.2.12.B.2-7; 3.2.12.B.9-12; 3.2.12.B.C.4; 3.2.12.C.7; 3.2.12.D.2-4; 3.2.12.D.7-8; 3.3.12.A.1-3; 3.3.12.A.3.5.12.C.1; 3.5.12.C.4; 4; 3.3.12.B.2; 3.3.12.B.3; 3.3.12.B.4; 3.3.12.B.5; 3.3.12.B.8; 3.3.12.D.3; 3.2.12.A.1; 3.4.12.A.3; 3.4.12.B.1; 3.4.12.B.6; 3.4.12.B.7; 3.5.12.A.1-4; 3.5.12.B.2-3; 8.1.A.1; 8.1.B.3; 8.1.B.9;

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does characterization evolve through an author’s establishment of “community” in a work? How do racism, sexism, and a lack of education create problems for society? How does government oppression influence hostility between racial, gender, and ethnic groups?</p>	<p>Describe the elements which comprise characterization and community. Explain the establishment of class structure within the community in several of the following literary works: <i>Song of Solomon, House on Mango Street, Joy Luck Club, The Color Purple, Obasan, and A Doll’s House.</i> Cite running themes within the novels represented above that substantiate either their historical, literary, or religious importance. How do shifts in character viewpoint influence a major incident in one or more of the literary works listed above? How would students define their role within the social, religious, or ethnic community? Using one or more of the literary pieces listed above, analyze scholarly material on an author’s use of community within the framework of the story and compare/contrast the author’s presentation of a community with your own community.</p>	<p><i>The Bedford Introduction to Literature</i>, Seventh Ed. <i>Multiple-choice and Free-response Questions in Preparation for the AP English Literature and Composition Examination</i>, 7th ed. DiYanni, <i>Anthology of Short Stories</i>; DiYanni, <i>Anthology of Poetry</i> Internet: http://infotrac.galegroup.com http://www.galenet.com/servlet/LitIndex http://search.ebscohost.com</p>	<p>Create a family tree for any of the protagonists in order to establish connections with the past; write a mini-character sketch for the lesser-known characters and discuss how their lives influence the protagonist’s life. Make a list of the differing social classes held within the character’s community and how each character’s social status is reflected with that community; script-write a dialogue between differing social classes within the work and discuss how the author notes subjectivity in variations of status within the community. Create a literary weaving strip denoting historical, literary, or religious symbolism within the work; present your strip to the class to invite discussion of your images; weave all strips into a literary tapestry for classroom presentation. Create a chart that focuses on the multiple interpretations regarding a single story within the work; the center of the chart reflects the most accurate description of the real story; discuss other interpretations and differences. Journal-write a narrative perspective of one of the characters and how he/she functions within the work; note subtext of the characters to establish feelings for/against other characters and how their roles may be limited within the community for the time period. Analyze your own sense of community using social, religious, or historical perspectives; research an author’s use of community by using the <u>Twentieth Century Literary Criticism</u> Website; create an author <i>style</i> paper on your findings which presents similarities and differences; present findings to the class. Use the internet to research sexism and objectification in print and in the media; use a literature discussion group to denote points in the novel where this is most evident. Write an analysis essay on how some of the female protagonists work within the confines of racism, sexism, or education to avoid or overcome male dominance. Write an editorial defending this work as a pro-female novel and why it should be kept in appropriate level school curriculums. Write a journal entry discussing psychological profiles which focus on the cycle of abuse within families.</p>	<p>Written tests and quizzes Worksheets Project assessments Article summaries Responses to discussion questions Journal assessments Written abstracts with oral presentations AP Writing Rubric AP Oral Presentation Rubric Revise/Edit Role Play Rubric Journal Writing Rubric</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
	<p>Research and discuss sexism and objectification in our society.</p> <p>Analyze/discuss the presence of male dominated societies in several of the following literary pieces: <i>Song of Solomon</i>, <i>House on Mango Street</i>, <i>Joy Luck Club</i>, <i>The Color Purple</i>, <i>Obasan</i>, and <i>A Doll's House</i> and how they objectify women in traditional and stereotypical roles for the times.</p> <p>Support the position that any of these works are pro-female rather than anti-male novels, and why this viewpoint benefits society as such.</p> <p>Illustrate how a change in viewpoint changes a reader's perspective on a character's plight within a work.</p> <p>Examine you in the role of any of the oppressed people in the works.</p> <p>Discuss oppression, apartheid, and internment camps.</p> <p>Analyze and note the exchanges between characters that denote aspects of any form of oppression in several of the following: <i>Song of Solomon</i>, <i>Their Eyes Were Watching God</i>, <i>Joy Luck Club</i>, <i>The Color Purple</i>, <i>Obasan</i>, and <i>A Doll's House</i>.</p> <p>Discuss how government influence contributes to a protagonist's plight/submission in any of the works.</p> <p>Analyze how Nietzsche's theory of a "will to power" is responsible for engendering racial, ethnic, or gender oppression.</p> <p>Reflect upon undergoing oppression as a result of a loss of one of your freedoms.</p> <p>Analyze the Amnesty International Association and its tenets.</p> <p>Define gender issues in literature.</p>	<p>Literative CD-Rom</p> <p>Videos</p> <p><i>Song of Solomon</i> <i>House on Mango Street</i> <i>Joy Luck Club</i> <i>The Color Purple</i> <i>Their Eyes Were Watching God</i> <i>A Doll's House</i> <i>Twilight: Los Angeles</i></p>	<p>Explore an author's sense of style in a timed writing on perspective within a work; note how a change in the perspective may influence a reader's understanding of a protagonist's dialogue and actions, or the dialogue or actions of other characters within a work.</p> <p>Write a character sketch of the oppression of any of the aforementioned characters due to racism, sexism, or the denial of an educational foundation.</p> <p>Research apartheid, oppression, and internment camps and report about their onset and influence on culture; read and discuss a modern story of oppression in our world.</p> <p>Using a reader response format, journal/list conversations which denote master/servant relations or oppressor/oppressed relations; find key symbols (chart format) which separate characters into the master/servant relation.</p> <p>Create a timed writing which explores the government's influence/hold over characters which prevent them from mobility due to race, ethnicity, or gender; write a narrative essay from the voice of the oppressed denoting the cultural changes explored within the work.</p> <p>Using power point, create an exploration of the origins of oppression and in which areas of the world these oppressions exist today; view films such as <i>The Color Purple</i>, <i>A Doll's House</i>, and <i>The Joy Luck Club</i> and discuss how oppression is portrayed through characterization. Create a speech imploring a majority group to rethink the subjugation of your oppressed group; use persuasive tactics to denote equality, unfair gender bias, or racism.</p> <p>Create awareness of apartheid or any other form of oppression in our school by presenting a bulletin board on its origins and influences upon society.</p> <p>View a film which documents the struggles of those under apartheid's influence, either non-fiction or a fictionalized account based on a true story.</p>	<p>Creative Writing Rubric</p> <p>Essay Rubric</p> <p>Seminar Rubric</p> <p>Reading Journal Rubric</p> <p>Mid Term Exam</p> <p>Final Exam</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through various modalities of assessment, independent research, collaborative learning groups, and the use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

**Freehold Regional High School District
AP Literature & Composition**

Unit #3: The Quest for Truth and Values

Enduring Understandings: Men and women present as imperfect, flawed, and with multiple sides to their personalities. Consequently, their actions can have both a positive and negative impact on themselves, their significant others, and societies at-large.

Essential Questions: Does everyone have a “dark side” and, if so, how is this “dark side” manifested in human behavior?
What attributes pertain to being human, and what is the difference between being alive and being human?
Is man/woman responsible to himself/herself or to society?

Unit Goal: Students will gain an understanding of the multi-sided nature of man/woman through the analysis of literature depicting men and women in difficult, life altering, positions and conditions.

Duration of Unit: 5-6 weeks

NJCCCS: 3.1.12.G.1- 17; 3.1.12.G.19; 3.1.12.G.21; 3.1.12.G.24; 3.1.12.H.1; 3.1.12.H.3-5; 3.1.12.H.7-9; 3.2.12.A.1-9; 3.2.12.B.1-7; 3.2.12.B.9-12; 3.2.12.B.C.4; 3.2.12.C.7; 3.2.12.D.2-4; 3.2.12.D.7-8; 3.3.12.A.1-3; 3.3.12.A3.5.12.C.1; 3.5.12.C.4;4; 3.3.12.B.2-5; 3.3.12.B.8; 3.3.12.D.3; 3.2.12.A.1; 3.4.12.A.3; 3.4.12.B.1; 3.4.12.B.6-7; 3.5.12.A.1-4; 3.5.12.B.2-3; 8.1.A.1; 8.1.B.3; 8.1.B.9;

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Does everyone have a dark side? If so, how is this dark side manifested in human behavior?</p> <p>What attributes pertain to being human? What is the difference between being alive and being human?</p> <p>Is man/woman responsible to himself/herself or to society?</p>	<p>Discuss how the dark sides of the various characters are revealed in the works under study.</p> <p>Analyze how the dark side may be awakened in the characters in the works under study.</p> <p>Evaluate the viewpoints of each character as they relate to the dark side of others and the outcome of events.</p> <p>Analyze how the students feel both about the concept of the dark side and the evidence of it in the world around them.</p> <p>Demonstrate an understanding of the dark side of human nature as it affects your life.</p> <p>Discuss the elements which define humanity.</p> <p>Discuss how the natures of characters are revealed in the works under study.</p> <p>Analyze how internal motivations affect outward</p>	<p><i>The Bedford Introduction to Literature</i>, Seventh Ed.</p> <p><i>Multiple-choice and Free-response Questions in Preparation for the AP English Literature and Composition Examination</i>, 7th ed.</p> <p>DiYanni, Anthology of Short Stories; DiYanni, Anthology of Poetry</p> <p>Internet: http://infotrac.galegroup.com.m enu http://www.gale.net.</p>	<p>Create a graphic organizer indentifying both light and dark aspects of characters. Keep a log of quotes from the text(s) which indicates a character’s dark actions, thoughts, and deeds.</p> <p>Write an essay analyzing how, when, and why the main character came under the influence of his/her or another’s dark side.</p> <p>Create a dialogue in which two characters discuss the darker aspects of a third character. Conduct class discussion of charperaters reactions to the dark aspects of another character in the text.</p> <p>Bring a newspaper/magazine article showing evidence of mankind’s darker nature at work in the modern world. Present and participate in discussion.</p> <p>Role play scenes from the novel to understand the basis of the characters’ actions and discuss the validity and consequences of those actions.</p> <p>Using the internet and prior knowledge where applicable, research case studies of humans in which the dark side not only takes over, but has great affect on the world stage.</p> <p>Create an autobiographical portfolio to include: photos of important people, places, and events in your life; a list of critical readings which have helped you formulate perspective; a discussion of your viewpoint on three major world issues; copies of journal articles on issues of human rights; your responses in writing; the presentation of the portfolio in which you discuss how the various elements define what human means to you.</p> <p>Diary entries as one of the major characters commenting on the action of the work;</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Responses to discussion questions</p> <p>Journal assessments</p> <p>Written abstracts with oral presentations</p> <p>AP Writing Rubric</p> <p>AP Oral Presentation Rubric</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
	<p>behaviors in the works under study.</p> <p>Evaluate each character's viewpoint regarding the actions of other characters in the works under study.</p> <p>Analyze how students would feel if faced with the same dilemmas as the main character in each of the works under study.</p> <p>Reflect upon your understanding of human nature and how it affects or will affect your personal interactions with others.</p> <p>Discuss the extent of an individual's responsibility within the society.</p> <p>Analyze the effects of a character's sense of responsibility to him/her and to others.</p> <p>Evaluate specific characters viewpoints regarding responsibility.</p> <p>Analyze how the students would react if faced with the same dilemmas as the characters experienced.</p> <p>Discuss the concept of free will as it pertains to individual responsibility. To what or whom should a person feel responsible in his/her actions?</p>	<p>com.servlet/LitIndex http://search.ebscohost.com</p> <p>Literative CD-Rom</p> <p>Videos</p> <p><i>Jude the Obscure</i> <i>Song of Solomon</i> <i>Tess of the d'Urbervilles</i> <i>Sidhartha</i> <i>Ceremony</i> <i>Hamlet</i> <i>King Lear</i> <i>Oedipus Rex</i></p>	<p>selection of key quotes with accompanying interpretation and relation to the overall message of the work; a collage of a character's mind after having completed the reading of the work.</p> <p>Create a graphic organizer of the motives and actions of the main characters. Create a character study of one character as he/she progresses throughout the work.</p> <p>Write a scene of imagination for two of the characters in which you address some aspect of the work which is not present but which you would have liked to see.</p> <p>Write a letter of advice to the main character in which you pose your suggestion for a solution to his/her problem.</p> <p>Write a psychological profile of one character using quotes from the text to support your assessment.</p> <p>Compare/contrast with your personal assessment of yourself.</p> <p>Discussion of various moral dilemmas; elicit how students would react and why they would react in that manner. Move to a discussion of individual responsibility and how it is affected by its repercussions.</p> <p>Construct an essay discussing the relationship between two characters as it is affected by one character's sense of responsibility.</p> <p>Write a scene of imagination dialogue between two characters where one questions the other on his/her feelings and motivations.</p> <p>Analyze the tone and diction of a key passage that illustrates a character's views on his/her responsibility or the responsibilities of others. Write a letter from a character explaining his/her philosophy to a character that is affected by it.</p> <p>Collaborative groups will receive a scenario from the novel. They will then brainstorm their various reactions and report findings to the class for whole class discussion.</p> <p>Students will write a poem which has as its subject your feelings on the issue of free will and individual responsibility. Persuasive essay/speech defending your perspective on the issues of free will and individual responsibility.</p>	<p>Revise/Edit</p> <p>Role Play Rubric</p> <p>Journal Writing Rubric</p> <p>Creative Writing Rubric</p> <p>Essay Rubric</p> <p>Seminar Rubric</p> <p>Reading Journal Rubric</p> <p>Mid Term Exam</p> <p>Final Exam</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through various modalities of assessment, independent research, collaborative learning groups, and the use of visual and auditory teaching methods. • A wide variety of assessments and strategies complement the individual learning experience. 				

**Freehold Regional High School District
AP Literature & Composition**

Unit #4: Social Issues

Enduring Understanding: Social issues that are present within a society of men and women oftentimes govern the actions and reactions of the people and, as a direct result, the path(s) that the society will ultimately take in the future.

Essential Questions: How are social issues involving oppression based on class, race, and gender expressed through literature?

What are the values necessary to create a stable society?

How do the works of literature advocate changes in social attitudes or in traditions and how does the author seek to modify the reader's views in regards to these attitudes or traditions?

Unit Goal: Students will learn how social issues not only set the stage for the development of characterization and theme in a literary work but, by extension, reflect how the presence of social issues often determines the direction that a society may take in the future.

Duration of Unit: 5-6 weeks

NJCCCS: 3.1.12.G.1-17; 3.1.12.G.19; 3.1.12.G.21; 3.1.12.G.24; 3.1.12.H.1-5; 3.1.12.H.7-9; 3.2.12.A.1-9; 3.2.12.B.1-7; 3.2.12.B.9-12; 3.2.12.B.C.4; 3.2.12.C.7; 3.2.12.D.2-4; 3.2.12.D.7-8; 3.3.12.A.1-3; 3.3.12.A.3.5.12.C.1; 3.5.12.C.4;4; 3.3.12.B.2-5; 3.3.12.B.8; 3.3.12.D.3; 3.2.12.A.1; 3.4.12.A.3; 3.4.12.B.1; 3.4.12.B.6; 3.4.12.B.7; 3.5.12.A.1-4; 3.5.12.B.2-3; 8.1.A.1; 8.1.B.3; 8.1.B.9;

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How are social issues involving oppression based on class, race, and gender expressed through literature?</p> <p>What are the values necessary to create a stable society?</p> <p>How do the works of literature advocate changes in social attitudes or</p>	<p>What social issues exist within the society at hand? What events/customs/practices cause these issues?</p> <p>How are social issues depicted throughout a literary work and how do these issues affect the characters?</p> <p>Relate factual, historical information on a given society to the society portrayed in a particular work of literature. Describe how a specific character may feel about being oppressed by issues of gender, class, or race.</p> <p>Display and understanding of social issues and how these issues affect the people of a given society.</p> <p>Identify the hierarchy of power within a given society and determine which issues and values affect each constituent group of that society.</p>	<p><i>The Bedford Introduction to Literature</i>, Seventh Ed.</p> <p><i>Multiple-choice and Free-response Questions in Preparation for the AP English Literature and Composition Examination</i>, 7th ed.</p> <p>DiYanni, Anthology of Short Stories; DiYanni, Anthology of Poetry</p> <p>Internet: http://infotra</p>	<p>Research the particular historical and cultural setting of the literary work. In groups, compile information and create informative visual aides to present to the class.</p> <p>Keep a reading journal in which you identify and analyze elements of the text that deal with particular social issues. Use these journals as the basis for class discussion. Respond to discussion questions asking you to analyze a literary text, and use your written responses as a basis for a Socratic seminar discussing the social issues present in the work.</p> <p>Research the social issue as it is described in a literary text. Then, using a historical lens, write an essay in which you analyze how historical events helped create and shape a given work of literature.</p> <p>Choose three characters from the text and keep a journal in each character's voice detailing the struggles and issues with which they must contend. How does each character deal with these issues differently?</p> <p>Create a Web Quest in which your Quest participants become a character/figure from the same setting as your literary text.</p> <p>Choose one scenario from the following series and keep a diary or letters detailing how this specific person feels:</p> <ul style="list-style-type: none"> You are an ethnic minority in a school mainly consisting of students of a similar ethnic background. You often feel singled out by teachers and administrators; when you complain you are labeled a troublemaker. You are a dedicated athlete, but your school does not have a boys and girls team for this particular sport. Because of your love for the game, you choose to play on the team even though you are the only team member of that gender. You come from a working class background, and the public school in your district is sorely lacking in funds, educational materials, and qualified teachers. If you move in with your grandmother, you can attend a school district with significantly greater wealth and resources. You decide to attend both schools for a week and then make your choice. <p>Select a character from the literary work under study or a character from history and perform this</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Responses to discussion questions</p> <p>Journal assessments</p> <p>Written abstracts</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>in traditions? How does the author seek to modify the reader's views in regards to these attitudes or traditions?</p>	<p>Discuss how a literary text reveals the strengths and weaknesses of a given society. Relate how the values of individuals shape the society in which they live. Look critically at how characters in a literary piece view their own values and their "place" in society. Examine how a specific character's values either contradict or coincide with the values in which that character lives. Display and understanding of how conflicts in personal values and beliefs can throw a society into upheaval. Identify and explain various methods of social reform within a given society. Discuss how an author attempts to achieve social change through their literature. Relate methods of reform seen in literature to real life situations in which reform is needed. Look critically at reform movements presented in literature with reform movements that have occurred in American history. Examine how obstacles are overcome to achieve specific types of social reform. Self-Knowledge</p>	<p>c. galegroup.com/menu http://www.galenet.com.servlet/LitIndex http://search.Ebscohost.com Literative CD-Rom Videos <i>Song of Solomon</i> <i>Crime & Punishment</i> <i>July's People</i> <i>The Jungle</i> <i>The Color Purple</i> <i>Native Son</i> <i>Othello</i> <i>A Doll's House</i> <i>Fences</i> <i>A Raisin in the Sun</i></p>	<p>character in a role-play scenario discussing the ramifications of particular issues on a society! Compile your work for this unit in a portfolio format. Revisit several assignments, write self-reflection response papers, and specifically address how your analytical work has increased your understanding of social issues and their effects on the people of a given society. Using a graphic organizer, students will identify passages within the text that highlight differences in race, gender, and/or class; annotate these passages, explaining how differentials such as race, gender, and class are represented in the literature. Students will complete a timed writing: how does an author use literary devices to reveal themes of power and stability, or the lack of power and stability, within a given society? Overall, how does the author view this society? Create a value quiz that touches upon issues that you feel are the most important to your own society. Then, give the quiz to your classmates and compile the data. How do your own values compare to the values of your classmates? Write a short analysis of your results. What does this data say about your own values and how they reflect your greater society? Write a dialogue using characters from different works from across this unit. How do they view their own societies? Do they feel their society allows them to adequately express their own values? Students will create a Web Quest in which you research the specific society in which a character lives. After the initial research, a reaction paper will be written discussing how a character either fits in or does not fit into his/her given society. The reaction paper should also include a reflection on how you think a character would feel about the issues/events you have researched. Write two position papers illustrating both sides of a conflict a character has with his/her particular society. Then, write a reflection paper revealing your own views. How do these opposing viewpoints strengthen or weaken your own opinion on a given issue? Think-Pair-Share: students will respond to the following question: What are successful methods of social reform? Share your response with a partner and then share your response and your partner's response with the balance of the class. Students will research an author's life and beliefs. Students will then research an author's life and beliefs. Students will write an essay that discusses how an author's own social, political, reform agenda is revealed through their writing. The essay should closely analyze specific passages that reveal the author's attempts to modify a reader's views on social attitudes or traditions. Student will write a persuasive essay in a news editorial format to rally support for a particular method of social reform. As a group, create a grass-roots reform campaign. Write an action plan for this group's campaign. Research a prominent social reformer from history. In a class role-play, act as if you are this reformer and present your findings to the class, specifically detailing what hurdles your reformer had to overcome and how they achieved their ultimate goal. Keep a portfolio of news articles that relate to the social issue a particular literary text covers. In writing, you will reflect on each article and discuss how these issues have changed (or not changed) from the time setting of your book and the time of the book's publication. You will then self-assess your portfolio.</p>	<p>with oral presentations</p> <p>AP Writing Rubric</p> <p>AP Oral Presentation Rubric</p> <p>Revise/Edit it</p> <p>Role Play Rubric</p> <p>Journal Writing Rubric</p> <p>Creative Writing Rubric</p> <p>Essay Rubric</p> <p>Seminar Rubric</p> <p>Reading Journal Rubric</p> <p>Mid Term Exam</p> <p>FiSharnal Exam</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through various modalities of assessment, independent research, collaborative learning groups, and the use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.

Freehold Regional High School District
AP Literature & Composition

Unit # 5: Humor, Satire, and Irony

Enduring Understanding: The actions and interactions of men and women are often viewed as ironic and satiric in scope and, as such, reveal one’s true nature through dramatic contrast of both characters and events.

Essential Questions: How is satire used in literature to create social commentary?
How does an author use humor to illustrate specific themes in a literary work?
What is the purpose of irony in literature?

Unit Goal: Students will determine, vis-à-vis writer’s craft, the multi-faceted aspects of an author’s use of irony in a literary work.

Duration of Unit: 5-6 weeks

NJCCCS: 3.1.12.G.1-17; 3.1.12.G.19; 3.1.12.G.21; 3.1.12.G.24; 3.1.12.H.1; 3.1.12.H.3-5; 3.1.12.H.7-9; 3.2.12.A.1-9; 3.2.12.B.1-7; 3.2.12.B.9-12; 3.2.12.B.C.4; 3.2.12.C.7; 3.2.12.D.2-4; 3.2.12.D.7-8; 3.3.12.A.1-3; 3.3.12.A3.5.12.C.1; 3.5.12.C.4;4; 3.3.12.B.2-5; 3.3.12.B.8; 3.3.12.D.3; 3.2.12.A.1; 3.4.12.A.3; 3.4.12.B.1; 3.4.12.B.6-7; 3.5.12.A.1-4; 3.5.12.B.2-3; 8.1.A.1; 8.1.B.3; 8.1.B.9;

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How is satire used in literature to create social commentary?</p> <p>How does an author use humor to illustrate specific themes in a literary work?</p> <p>What is the purpose of irony in literature?</p>	<p>Define satire.</p> <p>Discuss how satire is used to create social commentary and determine the overall effectiveness of this commentary.</p> <p>Relate the subject of the satire to historical information pertaining to the same subject.</p> <p>Look critically at an author’s use of tone and characterization. How do these devices contribute to the satire of the work?</p> <p>Examine how students feel about the same issues an author is satirizing.</p> <p>Display an understanding of how effectively satire brings controversial social, political, religious, etc. issues to light.</p> <p>Define humor and identify the many types of humor (ie: farce, black humor, satire, slapstick).</p>	<p><i>The Bedford Introduction to Literature</i>, Seventh Ed.</p> <p><i>Multiple-choice and Free-response Questions in Preparation for the AP English Literature and Composition Examination</i>, 7th ed.</p> <p>DiYanni, <i>Anthology of Short Stories</i>;</p> <p>DiYanni, <i>Anthology of Poetry</i></p> <p>Internet http://infotrac.galegroup.com/menu http://www.ga</p>	<p>Using pairs of multimedia texts have students identify which texts are satires and which are not. In writing, students should then explain the differences between satire and comedy.</p> <p>Students will complete a timed writing in which they analyze an author’s use of satire and its effectiveness in creating social commentary.</p> <p>Students will write a compare/contrast essay using a satirical work and a historical work on the same subject. Which text incites the urge for change more? Why?</p> <p>Write a dialogue to present to the class using several characters from a literary work. This dialogue should highlight how their social, cultural, political, religious, etc. beliefs differ on certain subjects.</p> <p>Students will research a famous individual from the time period that their author is criticizing. They then take part in a role play in which all students, as their assigned characters, debate the same issue about which their author writes.</p> <p>Students will receive a scene from a literary work as melodrama (ie: controversial issues should be addressed, but in a way so that the reader feels great empathy for the characters). In a one-page response essay, express which method (satire or melodrama) is more effective in creating social commentary?</p> <p>Have students define the major forms of literary humor. Then, using clips from film, televisions, and print sources, have students identify which clips can be classified as specific types of humor. Students will then present their clips to class and explain what type of humor their clips represent.</p> <p>Students will complete close reading analyses of several passages in which humor is used. How does the humor in this passage relate to themes in the text? What do you think the author’s</p>	<p>Written tests and quizzes</p> <p>Worksheets</p> <p>Project assessments</p> <p>Article summaries</p> <p>Responses to discussion questions</p> <p>Journal assessments</p> <p>Written abstracts with oral presentations</p> <p>AP Writing Rubric</p> <p>AP Oral</p>

	<p>Discuss how humor is used in literary works to illustrate a range of themes. Relate how humor can be used for purposes other than simple laughter. Look critically at an event from the text and retell the event using different tones. Examine how humor can be used to express the complexity of human emotions. Display how an understanding of humor can be used to express a variety of human emotions. Define irony and identify its different forms. Discuss how irony is used to highlight themes in a work of literature. Relate how irony is used in a modern work of literature to show how irony is used in a classic, canonical text. Look critically at how irony affects different characters differently. Examine how a specific character would react if he/she had not been a victim of dramatic irony. Display an understanding of how irony is used to create excitement, humor, suspense, etc. in a work of literature.</p>	<p>lenet.com.servlet/LitIndex http://search.ebscohost.com</p> <p>Literative CD-Rom</p> <p>Videos</p> <p><i>Slaughterhouse-Five</i> <i>Welcome to the Monkey House</i> <i>A Midsummer Night's Dream</i> <i>Sure Thing</i> <i>Talk Radio</i> <i>Rosencrantz & Guildenstern Are Dead</i></p>	<p>purpose is in using humor in these passages?</p> <p>Students will use media images to create a visual representation of how humor is used for other purposes than just mindless laughter (ie: humor to insult, humor to comfort, humor to criticize).</p> <p>They will then present this project to the class in the form of a poster, video, or power point presentation, explaining the uses of humor in each instance.</p> <p>The students will choose a humorous event from the text and rewrite it a 1. a straight news article, 2. a political op-ed piece, 3. an event from a tragedy. Does changing the tone of a text change its overall meaning? Why or why not?</p> <p>Using novels, plays short stories, and poems students will create a flow chart in which they examine the uses of humor in each text and indicate how humor affects the major characters of a work. What emotions do these characters reveal through the author's use of humor? Students will present their charts to the class.</p> <p>Students will create a portfolio in which they collect various forms of multimedia texts and literary passages where humor is used to express a variety of emotions.</p> <p>Along with each text, students will write a reflective response showcasing how humor is used in each text and what emotions this humor evokes.</p> <p>In their reading journal, students will track the uses of dramatic, verbal, and situational irony. Students will create scenarios of verbal, dramatic, and situational irony and create a lesson plan on irony for a freshman class.</p> <p>Students will write an expository essay in which they discuss the author's purpose in using irony in a literary work.</p> <p>Students will focus on how irony ties into the larger themes of the work?</p> <p>While in collaborative groups students will create a timeline, beginning with the Greeks, illustrating how irony has been used throughout the history of literature. Individually, students will write an essay using research and evaluate how irony has evolved since ancient times.</p> <p>Students will create a graphic organizer in which they trace the author's uses of irony and how these uses affect each character.</p> <p>Students will choose a character from a literary work and rewrite the story without dramatic irony. How would a character's life change if they had known the terrible events that were about to befall them? Would they change their course of action or would they continue on the same destructive path?</p> <p>Students will write a fictional narrative in which they use all three types of irony. When they complete their story, they must write a reflection piece discussing why they used a particular type of irony and the overall effect of this use.</p>	<p>Presentation Rubric</p> <p>Revise/Edit</p> <p>Role Play Rubric</p> <p>Journal Writing Rubric</p> <p>Creative Writing Rubric</p> <p>Essay Rubric</p> <p>Seminar Rubric</p> <p>Reading Journal Rubric</p> <p>Mid Term Exam</p> <p>Final Exam</p>
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Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through various modalities of assessment, independent research, collaborative learning groups, and the use of visual and auditory teaching methods.
- A wide variety of assessments and strategies complement the individual learning experience.