Randolph Township Schools
Randolph High School

English III AP Language and Composition

“No man is an island, entire of itself; every man is a piece of the continent.”
—John Donne, Meditation 17

Humanities Department
Dr. Amelia Wright, Supervisor

Curriculum Committee
Sandy Kessell
Sarah Townsend

Curriculum Developed:
July 2018

Date of Board Approval:
August 21, 2018
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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools

Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district’s curriculum and instruction are aligned to the state’s standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972
The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth
Randolph Township Schools

Department of Humanities Studies

Introduction

The course overview and objectives for this course are taken from the AP® English Course Description published by the College Board. The course is designed to give the students multiple opportunities to work with the rhetorical situation, examining the author’s purpose as well as the audience and the subjects in texts. The text selections are based on the represented authors’ list found therein, but with a focus on British literature. The students are provided various opportunities for ample study of language, rhetoric, and argument.

AP English III is offered to students who have demonstrated superior ability, motivation, and performance and who wish to pursue excellence and sophistication in reading, writing, listening, speaking, viewing, and critical thinking. Students interpret, analyze, and otherwise respond to significant works of British literature, focusing on themes, styles, rhetorical devices and philosophies of well-known authors. Works are placed in social, historical, and universal contexts. Student writing includes many analytical, interpretive, and personal-voice essays, two primary-source papers, and an extensive portfolio. Students prepare for and are expected to sit for the AP English Language and Composition examination. Summer reading and writing are required. The teacher, peers, and student himself/herself provide opportunities for conferencing and revising papers. Students grow intellectually, socially, and emotionally as they consider universal themes, diverse cultures and perspectives, as well as common aspects of human existence. To achieve these goals, the course will be guided by the New Jersey Student Learning Standards, AP College Board, and goals established by the Randolph Township Board of Education.

RHS Humanities Department AP Expectations

To be in accord with the state standards in Language Arts and the College Board, the students electing to take Honors/Advanced Placement courses in English must demonstrate the following abilities:

• To analyze literature with depth and insight (beyond symbolism, theme and character analysis)
• To process challenging texts without resorting to supplementary materials or study aids (i.e. Spark Notes)
• To demonstrate knowledge of correct usage and mechanics
• To write with a high degree of fluency
• To read, write, and take tests within time constraints
• To participate with confidence in daily class discussion
• To receive and profit from constructive criticism with maturity
• To prioritize long-term assignments
• To engage in all class work with integrity and ethical behavior
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<th>Suggested Time Allotment</th>
<th>Unit Number</th>
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<td>9 weeks</td>
<td>I</td>
<td>The Middle Ages</td>
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<td>8 weeks</td>
<td>II</td>
<td>The Renaissance and the Early 17th Century</td>
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<td>7 weeks</td>
<td>III</td>
<td>Restoration and the 18th Century</td>
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<td>4 weeks</td>
<td>IV</td>
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<td>Thesis Paper (Choice)</td>
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<td>4 weeks</td>
<td>VI</td>
<td>20th Century</td>
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<td>Thesis Paper (Choice)</td>
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**TRANSFER:** Students will be able to evaluate the values of other cultures and different societal norms in order to gain insight into the didactic purpose of archetypes in literature and life and how they can affect an individual identity and influence his/her role in modern society.

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<th>GOALS:</th>
<th>ENDURING UNDERSTANDINGS</th>
<th>ESSENTIAL QUESTIONS</th>
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<tbody>
<tr>
<td>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.</td>
<td>Oral and written expression is a natural human response to emotion and experience.</td>
<td>• How do authors utilize literary and rhetorical elements to convey the didactic purpose?</td>
</tr>
<tr>
<td>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 (e.g., Shakespeare as well as other authors).</td>
<td>Epics reveal the values of a culture in a historical period.</td>
<td>• What do archetypes, through their function in a literary work, reveal about universal experiences and the need to share stories?</td>
</tr>
<tr>
<td>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge), including how two or more texts from the same period treat similar themes or topics.</td>
<td>Personal identity develops as both a reflection of society and in conflict with Medieval society.</td>
<td>• Why would society stifle an individual’s identity?</td>
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<tr>
<td></td>
<td>The change in values of a hero is defined by the evolving culture of the Medieval Period.</td>
<td>• How do the changing values of a hero reflect the changing values in society?</td>
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<thead>
<tr>
<th>KNOWLEDGE</th>
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<tr>
<td>Students will know: The concept of an epic hero, epic conventions and techniques as well as the literary devices of archetypes, kennings, caesuras, alliteration, medias res, and assonance all contribute to the greater significance and meaning of Beowulf.</td>
<td>Students will be able to: Apply the concepts of an epic hero and epic conventions to further their understanding of the text.</td>
</tr>
<tr>
<td>The Christian and Pagan elements present in stories that were translated to text influenced the retelling and preservation of the literature of the time.</td>
<td>Accurately support claims about the significance of Beowulf as an oral art by citing strong textual evidence.</td>
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<td>Analyze in discussion and writing the variations in translations and justify the influences in the text.</td>
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</table>
RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.

The origins of the English language, though largely Germanic, are augmented by Norse and Romantic languages to create a patchwork tongue whose grammar does not precisely match its linguistic roots.

The concept and Code of Chivalry, Art of Courtly Love, Feudalism, growing power of the church, cultural and political influence of the Medieval church, Medieval life, history, art religion, class system, emergence of guilds and the middle class all contribute to the greater significance and meaning of The Canterbury Tales.

The use of direct and indirect characterization, heroic couplet, irony and satire, frame story, bob and wheel stanza help formulate the overall meaning and purpose of a work.

Various literary modes of expression such as personal legend, exemplum, romance, heroic, mock-heroic, and ballads reflected the changing culture and society of the Middle Ages.

The discerning qualities between informational and literary texts require different close reading and interpretational skills such as bias vs. point of view.

Formal rhetorical language used in text such as rhetorical action, tone, alliteration and allusion are essential epic conventions.

The formulation and structure of an analytical comparison/contrast essay includes an introduction, strong argument, analytical body paragraphs with textual evidence, and a conclusion.

Analyze the origins of the English language.

Analyze and synthesize the information researched from the historical period and critique both the institutions of the period and the literature.

Read closely and annotate by interpreting the use of indirect and direct characterization.

Discriminate between the various Medieval genres and compare and contrast their uses to satirize the changing culture and society.

Read critically and annotate both informational and literary text.

Create the Modern-Day Pilgrim by equating one of Chaucer’s pilgrims to a person of today’s society and present it in heroic couplets.

Construct a thesis statement with a strong analytical assertion.

Outline an essay that is guided by a thesis statement.

Write a cohesive essay that proves a thesis statement and synthesizes information from both a reading and the historical time period.
and to comprehend more fully when reading or listening.

**KEY TERMS:**
archetype, kenning, caesura, alliteration, medias res, assonance, epic hero, epic conventions, scop, synthesis, close reading, syntax, sentence structures, direct and indirect characterization, heroic couplet, irony, satire, frame story, bob and wheel stanza, code of chivalry, art of courtly love, feudalism, personal legend, exemplum, romance, heroic, mock heroic, ballads

**ASSESSMENT EVIDENCE:** Students will show their learning by
- Writing an in-class synthesis essay connecting similarities between two heroes and what these similar traits tell us about each man’s society. Consider the differences between the two and discuss the historical reasons why such changes occurred.
- Create the Modern-Day Pilgrim by equating one of Chaucer’s pilgrims to a person of today’s society and present it in heroic couplets.
- Argumentative essay reflecting rhetorical style for *Murder in the Cathedral*.

**KEY LEARNING EVENTS AND INSTRUCTION:**
- Students will complete a close reading of the *Beowulf* and *Sir Gawain and the Green Knight* to identify epic heroes and how they reflect the Anglo-Saxon and Medieval societies.
- Students will complete a close reading of *The Canterbury Tales* to identify the use of direct and indirect characterization and how it reflects Medieval society.
- Students will individually conference with teacher based on their pre-assessment and begin their reflective practice.
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<th>CONTENT-UNIT OF STUDY</th>
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<tr>
<td>9 weeks</td>
<td>Unit I: The Middle Ages</td>
<td>Unit I: Choice</td>
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<td></td>
<td>• History and Culture of the Period</td>
<td>• Elegiac and Heroic Anglo-Saxon Ballads</td>
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<td></td>
<td>• The epics <em>Beowulf</em> and <em>Sir Gawain and the Green Knight</em></td>
<td>• Anglo-Saxon Riddles</td>
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<td></td>
<td>• “The Wanderer,” “The Seafarer” and “The Wife’s Lament”</td>
<td>• “The Order of the World”</td>
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<td></td>
<td>• The Prologue to the <em>Canterbury Tales</em></td>
<td>• “The Whale”</td>
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<td></td>
<td>• The prologues and tales for “The Pardoner’s Tale,” “The Wife of Bath,” and “Nun’s Priest’s Tale”</td>
<td>• Grendel (Excerpts)</td>
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<td></td>
<td>• <em>Morte D’Arthur</em></td>
<td>• <em>Becket</em> movie</td>
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<td></td>
<td>• <em>Murder in the Cathedral</em></td>
<td>• Commentary for <em>Murder in the Cathedral</em></td>
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<td></td>
<td>• <em>Everyman</em> a morality play</td>
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<td>Suggested Non-Fiction and Informational Text</td>
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<td></td>
<td>• The Miracle Survivors in Stairwell B- <em>New York Magazine</em></td>
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<td>• “The Skyscraper and the Airplane”- <em>The Norton Reader</em></td>
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<td>• 9/11 Documentary Movie- Naudet Brothers Production</td>
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<td>• “Is Google Making us Stupid” - <em>The Norton Reader</em></td>
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<td>• “Letter from a Birmingham Jail”- Martin Luther King, Jr.</td>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
English III AP Language and Composition
UNIT II: The Renaissance and the Early Seventeenth Century

TRANSFER: Students will be able to evaluate the enduring qualities of drama and critique how they reflect the human experience. Students will be able to compare and contrast different modes of expression, prose and poetic forms, and constraints of each to gain insight and produce their own voice as a writer.

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<th>GOALS:</th>
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<tr>
<td>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).</td>
<td>Different philosophies propose competing ideas regarding the extent of man’s free will and his inherent goodness.</td>
<td>• How is the role of the supernatural and nature a reflection of both the triumphs and flaws of humanity?</td>
</tr>
<tr>
<td>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.</td>
<td>Morality exists on a spectrum shifting and changing that depends on circumstances, belief systems, and world views.</td>
<td>• How can an individual’s ambitions and abuse of power affect decisions and morality?</td>
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<tr>
<td>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or performance)</td>
<td>Historical and social elements of Medieval Scotland and the background of Shakespeare’s life affect the literary trends of the period.</td>
<td>• How have the historical, political, and religious climates of each time period impacted the literature?</td>
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<tr>
<td></td>
<td>Poetry is used as a vehicle to express both personal and historical values.</td>
<td>• How does the difference between poetry and prose affect the construction of meaning?</td>
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<td></td>
<td>The preference in poetic form is a reflection of the social, historical order and movements of the time.</td>
<td>• How does poetic form reflect the social and historical context of the time period?</td>
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</table>

KNOWLEDGE

SKILLS
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<tr>
<th>Students will know:</th>
<th>Students will be able to:</th>
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<tbody>
<tr>
<td>The history of tragedy and types of tragedy affected the writing and understanding of <em>The Tragedy of Macbeth</em> and <em>The Tragedy of King Lear</em>.</td>
<td>Identify and distinguish between the different types of tragedy.</td>
</tr>
<tr>
<td>Scottish, Elizabethan and Jacobean history, Great Chain of Being, Divine Right of Kings contribute to the very early beginnings of the democratic ideal.</td>
<td>Justify a writer’s use of each type of tragedy and hypothesize why Shakespeare combines types to create <em>The Tragedy of Macbeth</em> and <em>The Tragedy of King Lear</em>.</td>
</tr>
<tr>
<td>Literary techniques such as motif, paradox, literary ambiguity, equivocation, iambic pentameter, blank verse, soliloquy, aside, dramatic irony, conflict, and imagery, tragic hero, tragic flaw, and role of fate in a tragedy all contribute to the meaning and significance of the <em>The Tragedy of Macbeth</em> and <em>The Tragedy of King Lear</em>.</td>
<td>Read critically and identify and analyze Shakespeare’s use of literary techniques in his writing.</td>
</tr>
<tr>
<td>Shakespearean language conventions, influences, and legacy had an effect on modern language and literature.</td>
<td>Trace the development of the English language from Old, to Middle, to Modern English.</td>
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The historical connection to the Elizabethan dramatic conventions are represented by sleepwalking, soliloquy, aside, and tragedy.

An argumentative analysis develops a claim by establishing and maintaining appropriate tone that is supported by textual evidence.

Evaluating point of view and participate in partner and small group conversations analyzing and dramatizing the play.
<table>
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<tr>
<th>flexibly from a range of strategies.</th>
<th>Develop and produce an argumentative essay breaking down Shakespeare’s writer’s craft and applying the author’s choices to your analysis of the work as a whole.</th>
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</thead>
<tbody>
<tr>
<td>The historical, social and political background of the Renaissance, English Civil War, the seventeenth century and the Restoration (Great Chain of Being, Divine Right of Kings).</td>
<td>Provide thorough and critical textual evidence to support writing claims.</td>
</tr>
<tr>
<td>Literary techniques such as metaphysical conceits, paradox, epigrams, and other poetic devices contribute to the meaning and significance of literary works.</td>
<td>Interpret how the political and social turmoil and unrest of the time period impacted the literature.</td>
</tr>
<tr>
<td>Sonnet language conventions, diction, influence, and legacy have an effect on modern language and literature.</td>
<td>Analyze, through speaking and writing, the life of the writers and how it influenced the creation of the poetry and prose.</td>
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</tbody>
</table>

**KEY TERMS:** motif, paradox, literary ambiguity, equivocation, iambic pentameter, blank verse, prose, soliloquy, aside, dramatic irony, scansion, connotation, denotation, feet, meter, alexandrine, catastrophe; history of tragedy; Senecan, Aristotelian, and Elizabethan tragedies; tragic hero; tragic flaw; fate and free will; great chain of being; divine right of kings; sonnet form, sonnet sequence, pastoral poetry, similarities and differences

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<tr>
<th>Develop and produce an argumentative essay breaking down Shakespeare’s writer’s craft and applying the author’s choices to your analysis of the work as a whole.</th>
<th>Provide thorough and critical textual evidence to support writing claims.</th>
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<tbody>
<tr>
<td>Interpret how the political and social turmoil and unrest of the time period impacted the literature.</td>
<td>Analyze, through speaking and writing, the life of the writers and how it influenced the creation of the poetry and prose.</td>
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<tr>
<th>Read critically and analyze the poetry of the unit.</th>
<th>Evaluate the use of literary techniques in each piece.</th>
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<tbody>
<tr>
<td>Annotate the poetry using post-its.</td>
<td>Compare the sonnet language conventions to modern language and literature.</td>
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<tr>
<td>Argue which diction best reflects writer’s purpose and voice.</td>
<td></td>
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between carpe diem, metaphysical and cavalier schools of poetry; English Civil War; Restoration; annotation

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<th>ASSESSMENT EVIDENCE:  Students will show their learning in a formative and summative manner by</th>
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<tr>
<td>• Closely reading and annotating one of the motifs in the <em>Tragedy of Macbeth</em> and the <em>Tragedy of King Lear</em>.</td>
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<tr>
<td>• Writing an analytical Macbeth or King Lear essay, evaluating the role of a motif in the play and proving that it acts as a controlling image over the ideas or mood of the work.</td>
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<td>• Reading select poems and completing focused sticky notes to annotate poetry.</td>
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<td>• Sonnet greeting card project</td>
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<td>• Creating original poems and/or modern adaptations of poetry that is reflective of their own personal experience and style.</td>
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<thead>
<tr>
<th>KEY LEARNING EVENTS AND INSTRUCTION:</th>
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<td>• Students will work in small groups to identify and analyze how an individual’s ambitions and abuse of power can ultimately affect morality.</td>
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<td>• Students will participate in student-driven discussions to analyze the drama.</td>
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<tr>
<td>• Individually, students will create focused sticky notes to identify and analyze the author’s use of literary devices.</td>
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<tr>
<td>• Individually, students will research and analyze three sonnets by Shakespeare and/or Spenser, focusing on author’s writing styles and points of view to help develop their own perspective and voice.</td>
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
*English III AP Language and Composition*  
**UNIT II: The Renaissance and the Early 17th Century**

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<th>SUPPLEMENTAL UNIT RESOURCES</th>
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<tr>
<td>3 weeks plays</td>
<td>Unit II: The Renaissance</td>
<td>Unit II: Choice</td>
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<tr>
<td></td>
<td>• History/Culture of the Renaissance</td>
<td>• Elizabeth’s “Speech to the Troops at Tilbury”</td>
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<td>• Selected Sonnets:</td>
<td>• Spenser’s <em>The Faerie Queen</em></td>
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<td></td>
<td>William Shakespeare</td>
<td>• Marlowe’s <em>The Tragical History of Doctor Faustus</em></td>
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<td>Edmund Spenser</td>
<td>• Other Books from <em>Paradise Lost</em></td>
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<td></td>
<td>Philip Sidney</td>
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<td></td>
<td>Francesco Petrarch</td>
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<td></td>
<td>Sir Thomas Wyatt the Elder</td>
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<td>• Selected Pastoral Poetry:</td>
<td>Suggested Non-Fiction and Informational Text</td>
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<td>Sir Walter Raleigh</td>
<td>• Luminarium.org</td>
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<td>Christopher Marlowe</td>
<td>• Poetry.org</td>
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<td>• Selected Prose:</td>
<td>• Roberts—<em>Thinking and Writing about Literature</em>, Chapter 17</td>
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<td>Queen Elizabeth I</td>
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<td>Thomas More</td>
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<td></td>
<td>Phillip Sidney</td>
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<td>• Selected poems of the Metaphysical School of Poetry:</td>
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<tr>
<td></td>
<td>John Donne</td>
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<td>George Herbert</td>
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<td></td>
<td>• Selected poems of the Cavalier School of Poetry:</td>
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<tr>
<td></td>
<td>Samuel Johnson</td>
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<td>Andrew Marvell</td>
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<td>Robert Herrick</td>
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<td></td>
<td>Richard Lovelace</td>
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<td></td>
<td>• John Milton: <em>Paradise Lost Book I</em> and selected poems</td>
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</table>

| 1 week prose              |                                                                                     |                                                                                          |

4 weeks sonnets/poetry
TRANSFER: By evaluating and analyzing the effectiveness of the devices used by satirists, students will be able to engage in intellectual thought through open discussion for social change.

GOALS:
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).

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points

ENDURING UNDERSTANDINGS

The turbulent era of the eighteenth century in England, due to religious strife and the struggles of political factions, greatly affected the writers and in turn the non-fiction and literature pieces of the century.

Theories in Neoclassicism, Age of Reason, Enlightenment and Augustan Age pertain to the literature and philosophy of the 18th century and offer an understanding of the values of the age.

Satire has maintained its relevance by having at its core a moral idealism expressing itself in righteous indignation.

The Enlightenment, an intellectual movement that stressed the setting down of knowledge, greatly affected the writers and literature of the eighteenth century.

ESSENTIAL QUESTIONS

• How is the Age of Reason a response to the turbulence of the time period?

• How did the ideas of political freedom and natural rights affect the nature of English life and culture?

• Why has satire maintained relevance?

• How can the use of satire open avenues for discussion and social change?

• To what extent did the English coffeehouse act as an alternate sphere for intellectual thought, and what is a current sphere of intellectual thought?

KNOWLEDGE

SKILLS
clear, convincing, and engaging.

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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.

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.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the

**Students will know:**
The historical, social and political background of the Restoration and eighteenth century, Juvenalian and Horatian satire, devices and types of satire contribute to the meaning and significance of literary works.

Different literary forms of personal expression: political angst through satire, diary, journal, essay, and pamphlet form allow readers to explore a plethora of emotional outlets through writing.

An effective satire addresses the current social, political, and economic issues.

The art of satire requires the formulation of an effective argument, both written and communicated successfully.

Digital research skills and literacy are crucial to becoming an informed citizen in our modern world.

KEY TERMS: parody, mockery, mock-heroic, mock encomium, burlesque, grotesque, malapropism, inversion, understatement, overstatement, pathos, sarcasm, irony, anachronism,

**Students will be able to:**
Critique the satirical elements of the literature to understand the social and political issues of the period.

Understand how satire contributes to the implications of the text.

Appraise various forms of personal expression through reading, speaking, and listening to identify ways to continuously develop writers’ voice.

Judge the effectiveness of the satire to signify the issues of the period.

Compare and contrast Swift’s Modest Proposal to a current world issue. Employ satirical devices and tone to develop writers’ voice in an original satire.

Write an original modest proposal by utilizing the literary techniques, economic diction and formal language.

Research current issues and problems of modern day.

Evaluate how these problems can be criticized through the models from the 18th century.
<table>
<thead>
<tr>
<th>Flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</th>
<th>Travesty, invective, farce; Restoration; Juvenalian, Horatian, and Burlesque satire</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</td>
<td></td>
</tr>
<tr>
<td>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT EVIDENCE:** Students will show their learning in a formative and summative manner by

- Comparing and contrasting Swift’s Modest Proposal to a current world issue and write an original modest proposal based on sound research.
- Connect *Gulliver’s Travels* to society—a collaboration of group and individual presentations.
- Each student is assigned an author/essay to analyze, focusing on rhetorical devices, structure, diction, syntax and tone used by the author.

**KEY LEARNING EVENTS AND INSTRUCTION:**

- Students will engage in an 18th century style coffeehouse to peer and self-edit their original modest proposals.
- Students will evaluate the efficacy of modern day forms of satire (video, media, articles, and political cartoons) in a small group station activity.
- Students will concentrate on individual writing style through analysis and revision of syntax and diction.
### SUGGESTED TIME ALLOTMENT

<table>
<thead>
<tr>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7 weeks</strong></td>
<td><strong>Unit III: Choice and Suggested Non-Fiction and Informational Text</strong></td>
</tr>
<tr>
<td>Unit III: Restoration and the 18th Century</td>
<td></td>
</tr>
<tr>
<td>- History/Culture of the Neoclassicism, Enlightenment, Age of Reason, Augustan Age, and the 18th century.</td>
<td>- Dryden: <em>Discourse</em>......Satire</td>
</tr>
<tr>
<td>- <em>Modest Proposal</em> and <em>Gulliver's Travels</em> – Jonathan Swift</td>
<td>- DeFoe: <em>The Education of Women</em></td>
</tr>
<tr>
<td>- <em>The Rape of the Lock</em>, <em>Essay on Man</em> and <em>Essay on Criticism</em> – Alexander Pope</td>
<td>- Addison and Steele: <em>A Consideration</em> ...<em>Paradise Lost</em></td>
</tr>
<tr>
<td>- <em>The Diary of Samuel Pepys</em> – Samuel Pepys</td>
<td>- Boswell: <em>Boswell Introduced to Johnson</em></td>
</tr>
<tr>
<td>- <em>A Journal of the Plague Year</em> – Daniel Defoe</td>
<td>- Goldsmith: <em>Citizen of the World</em></td>
</tr>
<tr>
<td>- <em>The Spectator</em> excepts – Joseph Addison and Richard Steele</td>
<td>- Boswell: <em>Oliver Goldsmith</em></td>
</tr>
<tr>
<td>- <em>Essay of Dramatic Poesy</em>—John Dryden</td>
<td>- Johnson: from <em>Dryden</em></td>
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<td>- Johnson: from <em>Pope</em></td>
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<td>- Johnson: <em>The Vanity of Human Wishes</em></td>
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<tr>
<td></td>
<td>- Johnson: <em>Preface to Shakespeare</em></td>
</tr>
</tbody>
</table>
RANDOLPH TOWNSHIP SCHOOL DISTRICT  
English III AP Language and Composition  
UNIT IV: The Romantic Period

**TRANSFER:** Students will be able to gain a greater understanding of the human experience and importance of the individual in an increasingly complex world, by evaluating and synthesizing the philosophies of both the writers and the influential figures of the time period.

<table>
<thead>
<tr>
<th>GOALS:</th>
<th>ENDURING UNDERSTANDINGS</th>
<th>ESSENTIAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Romanticism is a worldview favoring imagination and emotion over reason and restraint.</td>
<td>• Why did certain philosophical and political movements affect Romantic writers?</td>
</tr>
<tr>
<td>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 (e.g., Shakespeare as well as other authors).</td>
<td>Romantic poetry encompasses all aspects of human nature and the influence of nature on humanity.</td>
<td>• How has poetry evolved over time?</td>
</tr>
<tr>
<td>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same</td>
<td>The artists and writers of the Romantic movement reflected and influenced change in both literature and culture of the period.</td>
<td>• What is the importance of voice in Romantic poetry?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will know:</strong></td>
<td><strong>Students will be able to:</strong></td>
</tr>
<tr>
<td>Writers of the period glorified the ordinary, infused the supernatural, Romance, and psychological extremes to emphasize human experience and understanding.</td>
<td>Explain in writing how the beliefs of Romanticism are a precursor to twentieth century individualist ideals and are still relevant today.</td>
</tr>
<tr>
<td>The social, political, philosophical, psychological, and historical influences of the time period are reflected in the changing voice and style of poetry.</td>
<td>Research and evaluate the influences that affected Romantic writers.</td>
</tr>
<tr>
<td>Period treat similar themes or topics.</td>
<td>Romantic reverence for nature, its effect on the poets and human nature mirror 20th century individualist thought.</td>
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</tr>
<tr>
<td>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.</td>
<td>Poetic terms and techniques such as symbols, rhythm and rhyme, imagery, alliteration, consonance, assonance, internal rhyme, and speaker aide in the fluidity and meaning of the literature.</td>
</tr>
<tr>
<td>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</td>
<td>Themes in the novel <em>Frankenstein</em> such as science, exploration, and observation of the nature world; outlaws and exiles; gothic enchantments; and revolution, freedom, and rights exemplify the changing role of the genre in conjunction with poems of the time period.</td>
</tr>
<tr>
<td>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
<td>KEY TERMS: epistolary story, rhyme, imagery, tabula rasa, voice, first-person point of view, synecdoche, metonymy, pathetic fallacy, diction, speaker, assonance, consonance, apostrophe, cacophony, chiasmus, epithet, euphemism, tercet, metrical feet, <em>octave rima, terza rima</em>, villanelle, Romanticism, Gothicism; French, American, and Industrial Revolutions.</td>
</tr>
<tr>
<td>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</td>
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</table>

**ASSESSMENT EVIDENCE:** Students will show their learning in a formative and summative manner by

- Journaling analytically by responding to themes from the novel *Frankenstein* and elements of Romanticism in poetry.
- Developing an annotated bibliography of works that relate to the social, historical, and cultural events from the time period.
- Completing a fishbowl on the author’s choices and central ideas of the novel *Frankenstein*. 

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<table>
<thead>
<tr>
<th>KEY LEARNING EVENTS AND INSTRUCTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will participate in a station activity incorporating Romantic poems, history, philosophy and themes.</td>
</tr>
<tr>
<td>• In small groups and individually, students will identify the literary devices of the poetry and novel to determine the impact they have on the literature.</td>
</tr>
<tr>
<td>SUGGESTED TIME ALLOTMENT</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| 4 weeks                   | Unit IV: The Romantic Period  
Romanticism as a historical period and a concept.  
Poetry selections by Romantic authors:  
• William Blake  
• Robert Burns  
• William Wordsworth  
• Samuel Taylor Coleridge  
• George Gordon, Lord Byron  
• Percy Shelley  
• John Keats  
Novel  
• *Frankenstein* – Mary Shelley (Thesis choice) | Unit IV: Choice  
Poetry Selections:  
• Anna Letitia Barbauld  
• Felicia Dorethea Hemans  
• John Clare  
• Charlotte Smith  
Suggested Non-Fiction and Informational Text  
• *A Vindication of the Rights of Women* by Mary Wollstonecraft  
• *Proverbs of Hell* by William Blake  
• *The Nature of Scientific Reasoning* by Jacob Bronowski |
### Transfer

Students will be able to evaluate the social hypocrisies in Victorian literature and discuss how they apply to modern literature and current social hypocrisies.

### Goals

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.

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 (e.g., Shakespeare as well as other authors).

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth-, and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

### Enduring Understandings

| The economic changes under Queen Victoria and the Industrial Revolution cause shifts in social classes, which is seen in the literature of the period. | How effective was the novel as a form of social criticism of the Victorian Era? |
| The philosophies of Realism, Naturalism, and Utilitarianism’s rejection of the Romantic ideal affected the culture and literature of the period. | What are the effects of realism, naturalism, and utilitarianism on society’s views on literature and its purpose? |
| Victorian morals, values, and major social issues have an impact on the literature of the period and today’s society | In what ways have the views on respect, marriage, family, class, and gender influenced the literature of the period and thinking today? |
| The façade of stability became a common topic of satire to expose and ridicule human vice, folly, and duality. | Why has the struggle between the individual and society become a theme in literature of the period? |

### Knowledge

**Students will know:**

The use of social criticism in the novel and identification of the writer’s purpose highlights specific societal ills which can be communicated effectively and form a bridge to the modern era.

### Skills

**Students will be able to:**

Research and evaluate the influences that affected Victorian writers.

Interpret how the novel form reflects the social ills and norms of the time period.

Explain how issues in the Victorian era can relate to modern-day problems. Dramatize key scenes of the novel to reflect writer’s craft and author’s intent.
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.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

Literary techniques such as dramatic monologue, mood as a key to theme, rhythm, and meter, the qualities of parody and irony are forms of social criticism of the era.

Naturalism’s use of scientific observation, social reform, the portrayal of nature as harsh and indifferent and Realism’s use of ordinary people facing everyday problems focus on democracy and the growing middle class are in conflict with previous historical and literary periods.

The shifts in Victorian ideology reflect a shift in societal values.

Themes exemplified in the novel *The Picture of Dorian Gray* such as poverty, unrest, and social criticism; doubt, self-reflection; gender and sexuality; and aesthetics, aestheticism, and the critique of Victorian values exemplify the changing role of the genre in conjunction with poems of the time period.

**KEY TERMS:** rhyme, imagery, voice, first-person point of view, synecdoche, metonymy, diction, speaker, assonance, alliteration, consonance, apostrophe, cacophony, chiasmus, epithet, euphemism, satire, writer’s purpose, dramatic monologue, mood, symbol; Victorian era.

Evaluate the effectiveness of the literary techniques used by the author as tools of criticism of Victorian society. Participate in a collaborative discussion about the influences of Naturalism and Realism on Victorian works and present findings.

Critique how the Victorian focus on Naturalism and Realism reflects a shift in societal mindset and values.

Integrate and judge the writers’ use of nature as a vehicle of shaping meaning and the text.

Write creatively by incorporating nature and its effect on individuality.

Illustrate and appraise the literary techniques in each of the Victorian poems.

Evaluate the novel and poems of the of the same time period to the social, historical, and cultural events of the given time period.

Develop a thesis paper on the Victorian Period.
hedonism, colonialism, imperialism, naturalism, realism, utilitarianism.

**ASSESSMENT EVIDENCE:** Students will show their learning in a formative and summative manner by
- Journaling analytically by responding to themes from the novel *The Picture of Dorian Gray* and elements of Victorianism in poetry.
- Developing an annotated bibliography of works that relate to the social, historical, and cultural events from the time period.
- Completing a fishbowl on the author’s choices and central ideas of the novel *The Picture of Dorian Gray*.

**KEY LEARNING EVENTS AND INSTRUCTION:**
- Students will participate in a station activity incorporating Victorian poems, history, philosophy and themes.
- In small groups and individually, students will identify the literary devices of the poetry and novel to determine the impact they have on the literature.
<table>
<thead>
<tr>
<th>SUGGESTED TIME ALLOTMENT</th>
<th>CONTENT-UNIT OF STUDY</th>
<th>SUPPLEMENTAL UNIT RESOURCES</th>
</tr>
</thead>
</table>
| 4 weeks                  | Unit V: The Victorian Period  
History and Culture of the Victorian Era  

Poetry selections by Victorian authors:  
- Alfred, Lord Tennyson  
- Robert Browning  
- Elizabeth Barrett Browning  
- Matthew Arnold  
- Christina Rossetti  

Novel  
- *The Picture of Dorian Gray* by Oscar Wilde  
  (Thesis choice) | Unit V: Choice  
Poetry Selections by Victorian authors:  
- Rudyard Kipling  
- Gerard Manley Hopkins |
## Transfer
Students will be able to reflect on their own growth as readers and writers and utilize these skills for personal and professional purposes.

## Goals
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).

RL.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

## Enduring Understandings
- Progress in science and technology and advances in communication and transportation made life easier and brought the world together, while modern warfare tore it apart; the effects of these conflicts are exemplified in literature of the Modern age.
- The historical upheaval and philosophical changes of the age greatly affected writers’ views on humanity and the human condition.
- The short story, poems, and novel’s ability to allow readers to examine human nature and experience are exemplified through the narrow focus on conflict and character.

## Essential Questions
- How does literature exemplify the rapid changes of the Modern and Postmodern eras?
- In what ways have the historical and philosophical changes influenced humanity and the human condition?
- How has the evolution of the short story, poem, and novel become a reflection of the Modern and Postmodern movements?

## Knowledge

## Skills
| **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. |
| **W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| **RL.11-12.9.** Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. |

| **Students will know:** |
| Literary techniques such as irony, symbolism, mysticism, tone, setting, atmosphere, point of view, voice, stream of consciousness, elements of a short story add to the understanding of literary works. |
| Elements of a short story and their narrow focus on characters, theme, setting, plot, and conflicts add to the significance of literary works. The major historical movements are connected to the literature, and informational texts are essential tools in learning about the time period. |
| Elements of a discussion include posing and responding to questions, considering diverse perspectives, synthesizing information, adding to claims, and integrating multiple sources. |
| Themes in the novel *Brave New World* such as gender, desire, and sexuality; history, memory, and politics; and culture, language, and identity exemplify the changing role of the genre in conjunction with poems of the time period. |

| **KEY TERMS:** stream of consciousness, genre, point of view, voice, ambiguity, unreliable narrator, literary and poetic devices, modernism, post-|

| **Students will be able to:** |
| Conclude how certain literary techniques are purposely used by authors to add greater meaning to a work. |
| Defend the significance of the major movements of the era on the literature. |
| Evaluate informational texts on the era by actively reading and annotating. |
| Categorize knowledge from previous units and compare them to the current unit. Apply background knowledge on the time period and literature to student-generated questions. |
| Discriminate the differences between the use of literary devices and how they influence the interpretation of the works. |
| Evaluate the novel and poems of the of the same time period to the social, historical, and cultural events of the given time period. |
| Develop a thesis paper on the 20th Century. |
modernism, literary lenses such as feminist, formalist, new historicism, and psychoanalytic.

<table>
<thead>
<tr>
<th>ASSESSMENT EVIDENCE:</th>
<th>Students will show their learning in a formative and summative manner by</th>
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<tbody>
<tr>
<td></td>
<td>• Journaling analytically by responding to themes from the novel <em>Brave New World</em> and elements of the 20th Century in poetry.</td>
</tr>
<tr>
<td></td>
<td>• Developing an annotated bibliography of works that relate to the social, historical, and cultural events from the time period.</td>
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<tr>
<td></td>
<td>• Completing a fishbowl on the author’s choices and central ideas of the novel <em>Brave New World</em>.</td>
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<tr>
<th>KEY LEARNING EVENTS AND INSTRUCTION:</th>
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<tbody>
<tr>
<td></td>
<td>• Students will participate in a station activity incorporating 20th Century poems, history, philosophy and themes.</td>
</tr>
<tr>
<td></td>
<td>• In small groups and individually, students will identify the literary devices of the poetry and novel to determine the impact they have on the literature.</td>
</tr>
<tr>
<td>SUGGESTED TIME ALLOTMENT</td>
<td>CONTENT-UNIT OF STUDY</td>
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<tr>
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</tbody>
</table>
| 4 weeks                  | Unit VI: The 20th Century History and culture of the Modern and Postmodern periods. Poetry selections by 20th Century authors:  
  • Thomas Hardy  
  • William Butler Yeats  
  • Thomas Stern Eliot  
  • W.H. Auden  
  • Wilfred Owen  
  • Phillip Larkin  
  Short Story  
  • *Araby* by James Joyce  
  • *The Mark on the Wall* by Virginia Woolf  
  Novel  
  • *Brave New World* by Aldous Huxley (Thesis choice) | Unit VI: Choice  
  Poetry Selections:  
  • Derek Walcott  
  • Seamus Heaney  
  Short Story Selections  
  • George Orwell  
  • D.H. Lawrence  
  • Joseph Conrad  
  • Elizabeth Bowen |
The concept of “hero” has existed as long as man has been able to tell stories. What is considered “heroic,” however, differs depending on when and where the story is being told.

**Beowulf and Gawain are both heroes from the Middle Ages whose heroic traits can be compared and contrasted as each hero is viewed based upon his society—Beowulf from the Anglo-Saxon society and Gawain from the Medieval society.**

- Create an original analytical thesis statement that connects all major parts of the prompt.
- After introductory comments, start your discussion with an analysis of the heroic traits exhibited by each.
- Consider differences between the two and discuss the historical reasons why such changes in the hero occurred.
- Do not forget a concluding paragraph.

**Paraphrase specific examples** from each tale to support your assertions. An essay full of generalities will not receive a grade higher than a “C.”

**Organize your essay effectively.**

**Planning:** (Include specific content here, because you will only have this sheet with you for the essay.)

**Traits:**

- **Beowulf**
- **Gawain**
Societal/Historical reasons for Beowulf’s traits

List specific examples from the text that demonstrates Beowulf and Gawain as heroes from their respective societies. Cite the line numbers.

Beowulf

Gawain
Who would be in the Chaucer’s tales in today’s world? Complete the chart with a modern-day counterpart to the characters in the text. You can use a general comparison or a specific person. Be prepared to defend your choices.

**Canterbury Pilgrims (Order of Appearance)**

<table>
<thead>
<tr>
<th>Pilgrim</th>
<th>Modern Day Equivalent</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knight</td>
<td>Policeman/Armed Forces</td>
<td>Ruling</td>
</tr>
<tr>
<td>Squire</td>
<td>Student-teacher</td>
<td>Ruling</td>
</tr>
<tr>
<td>Yeoman-attendant</td>
<td>Personal secretary</td>
<td>Peasant</td>
</tr>
<tr>
<td>Nun</td>
<td></td>
<td>Clergy</td>
</tr>
<tr>
<td>Monk</td>
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<td>Clergy</td>
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<tr>
<td>Friar</td>
<td></td>
<td>Clergy</td>
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<tr>
<td>Merchant</td>
<td></td>
<td>Middle</td>
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<td>Oxford Cleric</td>
<td></td>
<td>Middle</td>
</tr>
<tr>
<td>Sergeant of the Law</td>
<td></td>
<td>Middle</td>
</tr>
<tr>
<td>Franklin-land owner</td>
<td></td>
<td>Middle</td>
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<tr>
<td>Haberdasher</td>
<td></td>
<td>Trade</td>
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<tr>
<td>Carpenter</td>
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<td>Weaver</td>
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<td>Dyer</td>
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<td>Tapicer</td>
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<td>Cook</td>
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<tr>
<td>Shipman</td>
<td></td>
<td>Peasant</td>
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<tr>
<td>Doctor</td>
<td></td>
<td>Middle</td>
</tr>
<tr>
<td>Wife of Bath</td>
<td></td>
<td>Middle</td>
</tr>
<tr>
<td>Parson-good priest</td>
<td></td>
<td>Clergy</td>
</tr>
<tr>
<td>Plowman</td>
<td></td>
<td>Peasant</td>
</tr>
<tr>
<td>Miller</td>
<td></td>
<td>Peasant</td>
</tr>
<tr>
<td>Manciple-purchasing agent</td>
<td></td>
<td>Trade</td>
</tr>
<tr>
<td>Reeve-estate steward</td>
<td></td>
<td>Middle</td>
</tr>
<tr>
<td>Summoner</td>
<td></td>
<td>Clergy</td>
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<tr>
<td>Pardoner</td>
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<td>Clergy</td>
</tr>
<tr>
<td>Host</td>
<td></td>
<td>Peasant</td>
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Name____________________________  
Mrs. Kessell  
English III AP Language and Composition  
The English Renaissance or Elizabethan Era  

_Renaissance Ideal_—a nature that was gentle and tamed  
What would modern poets use?  

_Pastoral Poetry_—lyrics that celebrate the pleasures of simple life in the country  

Images of  
“shepherds”  
“melodious birds”  
“pretty lambs”  

_Sonnets_—14-lined poems in iambic pentameter  

- **Petrarchan** format = ABBA ABBA CDE CDE or ABAB ABAB CDE CDE  
  Contains an octave and sestet  

- **Spenserian** sonnets—a variation on the Petrarchan  
  _Rhyme scheme:_ ABAB BCBC CDCD EE  

- **Shakespearean** sonnets—each quatrain is a variation on theme; the couplet answers the questions of the quatrain  
  _Rhyme scheme:_ ABAB CDCD EFEF GG  

_Vocabulary_  
1. sonnet sequence  
2. apostrophe  
3. eye rhyme (“The Passionate Shepherd”)  
4. alexandrine—Spenser  
5. mood  
6. blank verse  
7. scansion  
8. rhyme scheme  
9. imagery
Poetic Feet

There are two parts to the term **iambic pentameter**. The first part refers to the type of **poetic foot** being used predominantly in the line. A poetic foot is a basic repeated sequence of meter composed of two or more accented or unaccented syllables. In the case of an **iambic foot**, the sequence is "unaccented, accented". There are other types of poetic feet commonly found in English language poetry.

The primary feet are referred to using these terms (an example word is given next to them):

- **Iambic**: destroy (unaccented/accented)
- **Anapestic**: intervene (unaccented/unaccented/accented)
- **Trochaic**: topsy (accented/unaccented)
- **Dactylic**: merrily (accented/unaccented/unaccented)

The substitutive feet (feet not used as primary, instead used to supplement and vary a primary foot) are referred to using these terms:

- **Spondaic**: hum drum (accented/accented)
- **Pyrrhic**: the sea/son of mists (the "son of" in the middle being unaccented/unaccented)

Line Length

The poetic foot then shows the placement of accented and unaccented syllables. But the second part of the term, **pentameter**, shows the number of feet per line. In the case of **pentameter**, there are basically five feet per line.

- One foot: **Monometer**
- Two feet: **Dimeter**
- Three feet: **Trimeter**
- Four feet: **Tetrameter**
- Five feet: **Pentameter**
- Six feet: **Hexameter**
- Seven feet: **Heptameter**
- Eight feet: **Octameter**
What Constitutes a Tragedy?

1. A tragedy should have a protagonist worthy of our interest, concern or sympathy. An evil or depraved character cannot be a tragic hero.

2. The tragic hero should not be perfect, a paragon of virtue, nor should he be stupid and completely acted upon. He is a good person of noble instincts possessed of faults which make him human. Often the tragic flaw is pride or a derivative of it. It causes his downfall but also gives him stature.

3. The disaster that befalls the protagonist should be inevitable, wither decreed by fate or the clear outcome of actions engaged in or choices made by him. Despite the inevitability of his destiny, the tragic hero must assert his force and dignity as a person and not take destruction meekly without battle or protest. The tragic hero may be a victim, but he must not bow in total acceptance of his destruction. A martyr like Thomas Becket is not a tragic hero.

4. The cause for which the protagonist fights must be a noble one; the choice he makes when faced with dilemma must be for a cause that has a measure of good in it.

5. The world of the tragic play is a turbulent one, in disarray to play havoc with the life of the protagonist. His world is ambiguous; he is not yet sure whether there is order in the universe, and whether or not there is a God. He yearns to believe there is a purpose to his actions, yet many of his actions lead to pain and disaster. He evolves notions of right and wrong, of good and evil, yet he often discovers that his morality produces immoral results, and his good is often evil. In this vague and blurred universe, the tragic hero refuses to surrender. He reveals a strength, courage, and independence no matter what punishment fate deals him. He displays qualities that make him heroic:
   a. A belief in himself—He makes choices when faced with a dilemma and has the faith and courage to accept the outcome of his choices.
   b. A supreme pride—often a reflection of arrogance and conceit but also a source of power and dignity.
   c. A capacity for suffering—He suffers because he believes in what he is doing and because he feels both guilt and guiltlessness at the same time. He justifies his actions, yet is not convinced they are just. He does not fear death, and he questions the forces within and without him that drive him to the actions that destroy him.
   d. A sense of commitment—once the forces of conflict are set in motion, he is committed to the inevitability that moves him toward the resolution.
   e. Vigorous Protest—He does not accept his fate meekly. He cries out against the gods, his own weaknesses, the world, and all forces that put him in jeopardy.
   f. Transfiguration—Through his own agony, he attains a deeper understanding of the human condition. His death is not an obliteration because it comes from awareness.
   g. Impact—This understanding must not only affect the tragic hero but the audience as well. We must participate in his agony and awareness.
The following excerpts from noted authors of this period will be discussed in class as the basis for individual papers.

Read your excerpt and submit a thesis statement via email by 6:00 AM on ________________.

Your thesis statement must be supported through use of rhetorical and stylistic devices.
This example is the thesis which we will use to discuss Dryden’s “Essay of Dramatic Poesy”:

Using balanced literary criticism and support through structure, vivid imagery, and praising diction, Dryden elucidates the positive and negative characteristics of playwrights Jonson and Shakespeare in his “Essay of Dramatic Poesy”.

All thesis statements will be distributed to the class who will use them for their discussion of the piece. You will come in with your own ideas on how you will develop your thesis, but you may also use anything you hear in discussion. (Handouts)

Group 1:
  Dryden: “Discourse……Satire”
  De Foe: “The Education of Women”
  Addison and Steele: “A Consideration …Paradise Lost”

Group 2:
  Boswell: “Boswell Introduced to Johnson”
  Goldsmith: “Citizen of the World”
  Boswell: “Oliver Goldsmith”

Group 3:
  Johnson: from “Dryden”
  Johnson: from “Pope”

Your in-class essay will be _____________________________

We will also be studying a number of other 18th century pieces together in class (NAEL):

Dryden: “Essay of Dramatic Poesy” p. 914
Pope: “Essay on Criticism” p. 1123
Pope: “Essay on Man” p. 1155
Johnson: “The Vanity of Human Wishes” p.1212
Johnson: “Preface to Shakespeare” p. 1297
Pepys: “Diary” excerpt from September 2, 1666 handout
De Foe: “Journal of the Plague Year” handout
Addison and Steele: “Spectator Club” handout
Milton is patterning this epic poem after the classical epics of Homer and Virgil. He was quite aware of the epic conventions (the elements expected as part of an epic). He also knows that his audience will know what those epic conventions will be. As you read Book I of Paradise Lost, identify lines that demonstrate this work is an epic. Here is a list of major epic conventions:

1. The work begins in medias res (in the middle of things)

2. The poem will open with an invocation of the muse.

3. The work will include long "epic similes"--long, involved, complex comparisons.

4. You should expect frequent long monologues. Indeed, the language in general will be elevated in tone.

5. At some point in an epic, there will be a journey to the underworld.

6. The gods will intervene in human affairs (supernatural intervention).

7. There will be a catalog and allegorical figures.

8. Large-scale battles

9. There should be a scene describing the arming of the hero. Indeed, there should be a clear hero, and the theme of the epic is generally focused on the hero's adventures. This hero is normally a national hero (as were the heroes of the great classical epics).
Romantic Themes and Movements

Revolution, Freedom, and Rights
- French Revolution was one of the most animating events of the age
- It promised both practical and political changes and the transformation of “intellectual and spiritual”
  and imaginative life
- Revolutions of America, France and Haiti

Outlaws, Outsiders, and Exiles
- Fascination with mysterious isolated figure
- Byronic hero—a kind of hero found in several works of Lord Byron. Like Byron himself, a Byronic hero is a melancholy and rebellious young man, distressed by a terrible wrong he committed in the past
- Satanic hero—characterized by a Satanic spirit of pride and audacious impiety; an anti-hero

Gothic Times, Gothic Enchantments, the Revival of Romance
- Turned back time after the Age of Reason to re-enchant what science and knowledge had disenchanted

Education, the New Child, New Beginnings
- Literature written explicitly for children
- The child as an emblem of revolutionary hope
- Seen through the perspective of young, untainted eyes
- Presents the values children will need to thrive in the world

Science, Exploration, and Observation of the Nature World
- End of the 18th century exciting and alarming facts about human existence that were incorporated in literature= interconnectedness between humans and other living things
- Ecological consciousness because of industrialization

Victorian Themes and Movements

Gender and Sexuality
- Women suited to the privacy of home
- Home equals a place of harmony and spiritual sustenance far removed from the callous marketplace

Poverty, Unrest, and Social Criticism
- Fantasy of secure middle class existence –reality of widespread urban poverty
- Poor hidden from sight
- Texts relating to industrialization, poor working condition, child labor, prostitution, crime, poverty, social reform, and social unrest

Doubt, Self-Reflection, and Romanticism
- Tone set for introspective, anguished explorations of self and society
- The quest motif, Arthurian romance, and medieval themes make frequent appearances

Aesthetics, Aestheticism, and the Critique of Victorian Values
Twentieth Century Themes and Movements

Gender, Desire, and Sexuality

- Women getting university educations; choosing to live independently rather than to marry
- Many writers openly pessimistic about long-term relationships—thought institution of marriage was faulty
- New openness about sexuality in fiction, cultural essays, and medical literature—especially in the second half of the century

History, Memory, and Politics

- Concerned with the way we understand the past—individual, collective, political, cultural
- Reflecting directly on specific historical or political occurrences in an attempt to process the past
- Others concerned with recovering a personal history, mythologizing the communal past
  - There is a drive to make the past legible
    - To revise accepted historical narratives
    - To understand disruptive cultural occurrences

Culture, Language, and Identity

- Hybrid or “transnational” subjects share an allegiance to two cultures, languages, customs
- Marked by feelings of dislocation, alienation, or cultural displacement, exile, fragmented identity
Name___________________________________
Mrs. Kessell
English III AP Language and composition
Creating a Recipe for the poetry of Alfred, Lord Tennyson

After reading and analyzing Tennyson’s poetry, you will create a recipe card that demonstrates your knowledge of his writer’s craft. His elements and techniques used in his works will be the ingredients. Most recipes include standard ingredients like salt and pepper. These would be the rhyme scheme, tone, and meter of his poems.

“The Lady of Shalott” 1953
“The Lotos Eaters” 1958
“Locksley Hall” 1966
“The Charge of the Light Brigade” 2023
“Crossing the Bar” 2035

Sample:

Recipe to be a Successful AP Language and Composition Student

Ingredients:

1000 gallons of passion
1000 quarts of engaging in all class work with integrity and ethical behavior
10 cups of ability to analyze literature
8 1/3 cups of ability to process challenging texts—eliminate the high fat content of supplementary materials
1 ¾ Tbsp. of demonstrating knowledge of correct usage and mechanics
1 tsp of each: to read, write, and take tests within time constraints
A dash of confidence to participate in daily class discussions
A pinch of maturity to receive and profit from constructive criticism
¼ cup to prioritize long-term assignments

Begin by mixing integrity with every ingredient. Arrange various works according to themes and time periods. Thinly layer the literary devices of synecdoche and metonymy over the piece according to taste. Place the dish in the notebook at 71 degrees and leave there long enough to identify rhetorical devices and elements of argumentative writing. When the student earns a 5, it is ready to eat. Enjoy!
Name: ______________________________________________________________________
Mrs. Kessell
English III Honors/AP* Poetry Studies: Romantics, Victorians, and Moderns Teaching Project

Group 1: Romantic Age: 3-4 of Anna Letitia Barbauld (pp. 1388-1396), one other Robert Burns poem
Group 2: Romantic Age: 3-4 of Charlotte Smith (pp. 1397-1405), one other Wordsworth poem
Group 3: Romantic Age: 3-4 of Felicia Hemans (pp. 1810-1819), one other Keats poem
Group 4: Romantic Age: 3-4 of John Clare (pp. 1798-1808), one other Percy Shelley poem
Group 5: Victorian Age: 3-4 of Rudyard Kipling (pp. 2289-2290 and online), one other C. Rossetti poem
Group 6: Victorian Age: 3-4 of Gerard Manley Hopkins (pp. 2158-2166), one other Tennyson poem
Group 7: 20th Century: 3-4 of Derek Walcott (pp. 2770-2776), one other Yeats poems
Group 8: 20th Century: 3-4 of Seamus Heaney (pp. 2788-2802), one Larkin poem

You must give background on the new author and a refresher on the existing author we covered, read, interpret, and teach their poems, making the time period connection (themes). You must also cover literary terms associated with the selections and create materials to assist with your presentations to the class. Artwork and music that reflect the theme/mood/tone of the poems must accompany each of the poems. The entire presentation must be interactive with the class.

Rubric
Materials and Assessment(s): Textbook PPT/ Prezi Handouts
(5 pts) Class Discussion Small Group Discussion Other

New Poet’s Background (5 pts): ____________________________________________

Poem 1: ____________________________________________
(3 pts. each)
Meaning/ Structure ______ Literary Devices ______ Themes ______
Music ______ Artwork ______

Poem 2: ____________________________________________
(3 pts. each)
Meaning/ Structure ______ Literary Devices ______ Themes ______
Music ______ Artwork ______

Poem 3: ____________________________________________
(3 pts. each)
Meaning/ Structure ______ Literary Devices ______ Themes ______
Music ______ Artwork ______

Existing Poet’s Background Refresher: ____________________________________________

Poem 1: ____________________________________________
(3 pts. each)
Meaning/ Structure ______ Literary Devices ______ Themes ______
Music ______ Artwork ______

Comments: ______ 75 Points
We have been reading countless pieces from various time periods while commenting on how the era affects the works. Your task is to read one of the novels provided from either the Romantic Period, Victorian Period, or Twentieth Century and relate poems of the same time period to the social, historical, and cultural events of the given time period. In essence, it is the question I always ask of you: what makes this a piece from the _______ period?

This is a three-part assignment that is weighted as such.

1. Full-period group discussion of novel  
   Due date: _____________
2. Submission of intro and annotated bibliography of 5-6 poems  
   NOT ON OUR READING LIST  
   Due date: _____________
3. Final paper (8-10 full pages) with an edited rough draft  
   Upload to SafeAssign by 6:30 AM  
   Due date: _____________

Annotated Bib info

Summary Annotations

There are two kinds of summarizing annotation: informative and indicative. Summarizing annotations in general have a couple of defining features:

- They sum up the content of the source, as a book report might.
- They give an overview of the arguments and proofs/evidence addressed in the work and note the resulting conclusion.
- They do not judge the work they are discussing. Leave that to the critical/evaluative annotations.
- When appropriate, they describe the author's methodology or approach to material.

Informative annotation

Informative annotations sometimes read like straight summaries of the source material, but they often spend a little more time summarizing relevant information about the author or the work itself.

Indicative annotation

Indicative annotation is the second type of summary annotation, but it does not attempt to include actual information from the argument itself. Instead, it gives general information about what kinds of questions or issues are addressed by the work. This sometimes includes the use of chapter titles.

Critical/Evaluative

Evaluative annotations do not just summarize. In addition to tackling the points addressed in summary annotations, evaluative annotations:

- evaluate the source or author critically (biases, lack of evidence, objective, etc.).
- show how the work may or may not be useful for a particular field of study or audience.
- explain how researching this material assisted your own project.
AP Essay Rubric

<table>
<thead>
<tr>
<th>Thesis: Arguable</th>
<th>Organization/Quotation Integration and transitions</th>
<th>Content: Analysis/synthesis</th>
</tr>
</thead>
</table>

**A check or mark in the box indicates an area that needs work.**

9 (95-100) Essays earning a score of 9 meet the criteria for a score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development or particularly impressive in their control of language.

8 (88-94) Effective
Evidence and explanations used are appropriate and convincing, and is especially coherent and well developed. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 (83-87) Essays earning a score of 7 meet the criteria for a score of 6 but provide a more complete explanation, more thorough development or a more mature prose style.

6 (78-82) Adequate
The evidence and explanations used are appropriate and sufficient, and the argument is adequately developed and coherent. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 (73-77) The evidence or explanations used may be uneven, inconsistent or limited. The writing may contain lapses in diction or syntax, but it usually conveys the student’s ideas.

4 (68-72) Inadequate
The evidence or explanations used may be inappropriate, insufficient or less convincing. The argument may be inadequately developed or have lapses in coherence. The prose generally conveys the student’s ideas but may be less consistent in controlling the elements of effective writing.

3 (63-67) Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in defending, challenging or qualifying the claim. The essays may show less maturity in control of writing.

2 (58-62) Little Success
These essays may misunderstand the prompt or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of coherence and control.

1 (57 and lower) Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation and argument, weak in their control of language or especially lacking in coherence and development.
0-Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.