Unit 01 - The Search for Meaning

Content Area: **Language Arts Literacy**
Course(s): **AP English Literature and Composition**
Time Period: **September**
Length: **8 blocks**
Status: **Published**

Enduring Understanding

Tansfer: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

The search for meaning is often found during the journey as it is at the end of the journey.

Science fiction is less about a fictitious future society as it is about the condition of present society.

Essential Questions

How can technology be used as a tool to erode our humanity? How can we guard against this potential erosion?

What are the dangers of government sanctioned censorship?

What is the role and significance of the individual in a balanced and healthy society?

Content

Vocabulary

Dystopia
Prognostication

Lesson Objectives

Identify and evaluate themes and/or motifs of technology, violence, censorship, fire.

Examine the role of the individual in conflict with corrupt authority.

Analyze the function and purpose of dystopian literature.

Identify personal definitions of meaning and potential quests of the future.

Potential Works of Study

Assigned summer reading
Bradbury's*Fahrenheit 451*
Bradbury's "There will come soft Rains"

Supplement with E. M. Forster "The Machine Stops"

Resources

Standards

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.

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).

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.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective

for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

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

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B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

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

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

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LA.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).
LA.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.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.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.
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