An Antic Disposition: A Consideration of the Canon, Literary Devices, Techniques, Form, and Man as Actor and the Part He Plays

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **8-10 Weeks**
Status: **Published**

Brief Summary of Unit

Continuing and expanding upon the year's work with the Advanced Placement test, Unit 3 will also look to address both the historical and modern literary canons, considering works as varied and seemingly disparate as the tragedies of William Shakespeare to the autobiographical verse of Sylvia Plath. In essence, the unit strives to draw connections between celebrated works of drama, short fiction, and prose by the past masters to select efforts from some of the modern era's best authors. After acknowledging and examining each individual work's place in the ever-expanding literary canon, close attention will be paid to the work's genre and form and its particular employment of literary devices and techniques. The identifying, understanding, and analyzing of an author's inimitable style will be complemented by a thematic lens through which the student may, to varying degrees, view man as an actor forced to play a part or role in order to survive an often hostile and confusing universe. The unit may find its initial footing with Shakespeare's *Hamlet, Othello,* and/or *King Lear*; however, it will ultimately travel a-not-always chronological path through the eighteenth, nineteenth, twentieth, and twenty-first centuries via the verse and prose of authors such as Graham Greene, Ernest Hemingway, Jhumpa Lahiri, Tobias Wolff, James Joyce, Nadine Gordimer, William Faulkner, Nathaniel Hawthorne, Gabriel Garcia Marquez, Albert Camus, Herman Melville, Thomas Wolfe, Margaret Atwood, Emily Dickinson, William Carlos Williams, Langston Hughes, T.S. Eliot, Archibald MacLeish, Robert Frost, Jean Toomer, Sylvia Plath, Langston Hughes, Walt Whitman, Gwendolyn Brooks, Philip Larkin, and other celebrated writers.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2024

Standards

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, and religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

The identified standards reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.IT.11–12.3	Analyze the impact of the author's choices as they develop ideas throughout the text 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).
RL.TS.11–12.4	Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
W.AW.11–12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.AW.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.
W.AW.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.
W.IW.11–12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.IW.11–12.2.E	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.
W.IW.11–12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.11–12.5	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.SE.11–12.6	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 flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Essential Questions

- How do evidence and reasoning develop a complex argument?

- How does an author's use of dialogue reveal deeper aspects of his characters and their relationships?
- How does historical context help a reader to understand the broader significance of a text?
- How does language support an author's purpose?
- How does language work to persuade audiences?
- How does one write in a stylistically strong manner?
- What are the characteristics of critical readers and writers?

Enduring Understandings

- A speaker or writer's tone conveys purpose and intent
- An author's use of setting, character, narration, plot, and figurative language helps to illuminate theme
- Purposeful selection of precise language helps convey concrete meaning
- Understanding how writing serves as a form of inquiry

Students Will Know

- A variety of diction to define and articulate an author's tone
- How to calibrate and score essays using the AP rubric
- How to critically read and analyze an AP objective passage
- How to organize and draft a literary analysis AP-style essay -- longer fiction, novels and plays
- How to organize and draft a literary analysis AP-style essay -- poetry
- How to organize and draft a literary analysis AP-style essay -- prose, short fiction
- How to read critically using pre-reading, interpretive, synoptic, and post-reading strategies
- Key strategies and devices used in argumentative and persuasive writing

Students Will Be Skilled At

- Accurately calibrating AP-style essays
- Discerning a writer's purpose and audience
- Integrating quotations and paraphrases from sources into written responses
- Reading complex texts for deep understanding
- Structuring different modes of writing to meet College Board/AP expectations
- Utilizing appropriate terminology to analyze literature

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support

- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark, three times per year
- Advanced Placement Test
- SAT

Additional AP-Specific Formative and Summative Assessments:

- Independent close reading, annotation, and analysis of complex, AP-style texts
- Articulation and analysis of rhetorical strategies and techniques used in complex texts
- Calibration of AP-style essays using the College Board rubric to develop understanding of the holistic scoring system
- Collaborative reading, discussion, and analysis of longer fiction and non-fiction texts
- Completion of AP-style objective questions in conjunction with complex reading and analysis tasks
- Completion of timed objective AP-style quizzes
- Drafting of appropriate critical reading responses using evidence from the text as support
- Substantiation of written and verbal rationales for AP objective responses
- Timed writing of AP-style poetry, prose/short fiction, and longer fiction essays

Learning Plan

Instructional time for reading will be divided into thirds; one third of the time will be dedicated to whole class text instruction; one third will include literature circles; one third, independent reading. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced through literature circles in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 12 and follow the guidelines set forth by the Advanced Placement College Board; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during the eleventh grade targets not only comprehension, but also analysis, and synthesis. Students will read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-

modal text sets as well as text sets gleaned from APCentral.collegeboard.org will be used as materials. High- and low-stakes, timed and untimed pieces are all important.

Students will be taught how to speak and listen in addition to being assessed on these skills.

For this particular unit, teachers may do some or all of the following:

- Employ various iterations of Shakespeare's Hamlet, *Othello*, and/or King Lear to supplement, complement, and challenge students' reading of the text. Teachers may use film versions of said tragedies starring Timothy West, Paul Scolfield, Kenneth Branagh, Mel Gibson, David Tennant, and Laurence Olivier. Interviews with various actors and directors will also be called upon. Audio versions featuring Richard Burton and Sir Ian McKellen can be utilized. Additionally the Royal Shakespeare Company's website will prove an invaluable resource.
- Have students view and take notes on Sir Ian McKellen's many lectures on acting and, more specifically, on acting in Shakespeare's plays.
- Classes should view the 1992 BBC version of A Doll's House in concert with in-class readings of the text.
- Students should read and consider reviews of Lucas Hnath's A Doll's House 2 in order to assess the original play's relevance then and now.
- Elia Kazan's 1951 uncut version of William's A Streetcar Named Desire should be mandatory viewing. Students should also read, annotate, and consider Kazan's "Private Letters: Rape, Promiscuity in A Streetcar Named Desire Defended."
- Provide students various ways to access past AP questions, prompts, and student essay samples, as well as AP essay rubrics.
- Alert students to the historical likelihood of authors and works in this unit appearing on the AP exam in both the multiple choice and essay sections.
- Introduce the objectives, structure, and components of the AP Literature and Composition Examination.
- Discuss relevant literary terms and techniques necessary in the close consideration of fiction and verse that will be useful in class discussion and essay writing.
- Require students to access, assess, and employ literary criticism in both their discussions and written responses to my queries and AP prompts.
- Use successful student essays to model effective writing strategies.
- Require students to sit for timed essays and multiple choice exercises.
- Task small groups of students to draft first paragraphs in response to past AP open-ended prompts.
- Have students employ a generic AP rubric to consider and grade essay responses.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Instructional Materials

Common Reading:

Selections from *Literature and Composition* (Bedford, Freeman, and Worth, 3rd edition, 2022) by Renee Shea; Robin Dissin Aufses; Lawrence Scanlon; Katherine E. Cordes; Carlos Escobar; Carol Jago

College Board Website (AP Classroom):

* Unit Guides

* Daily Videos

* Topic Questions

* Progress Checks

* Question Banks

* Instructional Reports

* Practice Exams/Released Questions

Common Reading:

Fictional Text (Novel, Short Story, Poetry)

* Kingsely Amis' Lucky Jim

* David Lodge's Nice Work

* Graham Swift's Waterland

* Angela Carter's Nights at the Circus

* J.A. Cuddon's Dictionary of Literary Terms and Literary Theory

* Frank N. Magill's Masterpieces of World Literature

* David Lodge's The Art of Fiction

* Thomas C. Foster's How to Read Novels Like a Professor

* Harold Bloom's Modern Critical Interpretations: Song of Solomon

* MH Abrams' A Glossary of Literary Terms

* Shakespeare's *Othello, King Lear, Hamlet*

* Selections from Bedford's *Literature and Composition*

NonFiction Text (Short, Long)

Varied AP selections from APCentral.collegeboard. org

Selected articles from *The New York Times*

Selected works from *The New Yorker*

Selected pieces from *The Atlantic*

Selected articles from *Time*

Visual Text (Art, Photography, Infographic, Film)

Varied AP Visuals from APCentral.org including charts, graphs, comics, paintings, and images presented in connection with AP prompts

https://www.guggenheim.org/collection-online/ The online Guggenheim Museum, NYC
https://nmaahc.si.edu/ The National Museum of African American History and Culture, Washinton DC
http://hispanicsociety.org/museum/ The Hispanic Society Museum, NYC
https://asiasociety.org/new-york/ Asian Society Museum, New York
https://www.metmuseum.org/ Metropolitan Museum of Art, NYC
https://www.moma.org/ Museum of Modern Art, NYC
https://www.amnh.org/ American Museum of Natural History, NYC
https://www.nyhistory.org NY Historical Society,NYC
https://whitney.org/ Whitney Museum of American Art, NYC
https://thejewishmuseum.org/ The Jewish Museum, NYC
https://www.themorgan.org/ The Morgan Museum, NYC
https://nmai.si.edu/visit/newyork/ National Museum of the American Indian, NYC

Independent/Small Group Reading:

Various selections from Commonlit.org

Speaking and Listening

Selected TEDTalks

www.american rhetoric.com (Rhetorical devices in sound and speeches)

Writing (Narrative, Informational, Argument):

Sample essay prompts from APCentral.collegeboard.org

www.fas.harvard.edu/~wricntr/resources.html (The Writing Center at Harvard)

Owl.english.purdue.edu (Purdue's Online Writing Lab)

Research:

Use of Purdue Online Writing Lab at owl.english.purdue.edu

Modern Language Association at mls.org

Cranford High School Media Center Database Collection:

- JStor
- Ebsco Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks
- New York Times
- Salem History Database
- Salem Literature
- Goodreads
- Readingrants
- Historychannel

Cranford Public Library Online Resources: http://cranford.com/library/

Additional Student Resources:

- Chromebooks/laptops
- Google Classroom Suite
- Turnitin.com
- AP Classroom
- Albert IO
- Common Lit
- Google Tools including Docs Voice Typing

- Audible
- Writing Portfolios
- Writer's Notebook/Journal
- Padlet
- Socrative.com
- Poll everywhere
- Soundcloud
- Podcasting equipment
- Film production equipment
- Netflix
- YouTube

Teacher Resources

- Prompts and practice materials listed on APCentral.collegeboard. org
- *Multiple Choice & Free Response Questions in Preparation for the AP English Literature & Composition Examination*, D& S Marketing Systems
- *5 Steps to a 5: 500 AP English Literature Questions to Know by Test Day,* Allyson Ambrose
- *Literature and Composition: Reading, Writing, Thinking,* Jago et. al.
- *Readicide*, Kelly Gallagher
- *A Novel Approach*, Kate Roberts
- *When Kids Can't Read*, Kylene Beers
- *Beyond Literary Analysis,* Allison Marchetti & Rebekah O'Dell
- *Writing with Mentors*, Allison Marchetti & Rebekah O'Dell
- *Argument in the Real World*, Kristen Hawley Turner and Troy Hicks
- *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*, Arthur Applebee and Judith Langer
- *Teaching Adolescent Writers*, Kelly Gallagher
- *Write Like This,* Kelly Gallagher
- *Book Love*, Penny Kittle
- *The Journey is Everything*, Katherine Bomer
- *How to Read Literature Like a Professor*, Thomas C. Foster
- *The Digital Writing Workshop*, Troy Hicks
- *Crafting Original Writing*, Troy Hicks
- *Fearless Writing: Multigenre to Motivate and Inspire*, Tom Romano
- *Understanding Comics, Scott McCloud*
- *Making Comics*, Scott McCloud
- *The Art of Styling Sentences*, Ann Longknife and K.D. Sullivan
- *The Well-Crafted Sentence*, Nora Bacon

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all

students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Possible modifications to content during writing workshop include, but are not limited to:

- Adhere to all modifications and accommodations as prescribed in IEP and 504 plan