LHS AP Lit Unit 4

Content Area: **ELA**
Course(s): **ELA Grade 11**
Time Period: **MP4**
Length: **45 minutes**
Status: **Published**

Unit Overview

Theme: The Power of Tragedy — Fate, Power, and the Human Condition

Benchmark Text Focus: Drama

Anchor Texts: King Lear by William Shakespeare and Oedipus Rex by Sophocles

Writing Genre Focus: Literary Argument (AP Free Response Question 3)

NJSLS: Same as English 12 (aligned to AP Literature curricular requirements)

Targeted ELA Standards

L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
L.SS.11–12.1.B	Observe hyphenation conventions.
L.SS.11–12.1.C	Recognize spelling conventions.
L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
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	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing

	flexibly from a range of strategies.
L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
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.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.VL.11–12.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
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.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
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.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide 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).
RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.TS.11–12.4	Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.AA.11–12.7	Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and

	texts proposing scientific or technical advancements.
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.11–12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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.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).
W.RW.11–12.7	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.PE.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.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.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.
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.
SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among

	the data.
SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.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.
SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Rationale

Drama presents literature in its most immediate form, bringing human conflict to life through dialogue, action, and performance. Unlike fiction or poetry, dramatic works unfold before an audience, requiring readers to interpret not only language but also character interactions, stagecraft, dramatic irony, and the tension created through conflict. In King Lear and Oedipus Rex, Shakespeare and Sophocles offer enduring examinations of leadership, justice, family, identity, pride, suffering, and the consequences of human choice. Though separated by nearly two millennia, both tragedies reveal how individuals confront forces larger than themselves while exposing universal truths about the human condition.

Sophocles' Oedipus Rex explores humanity's struggle against fate and the pursuit of truth. Oedipus's determination to uncover the source of Thebes' suffering ultimately leads him to discover his own tragic identity, demonstrating the paradox that knowledge can both liberate and destroy. Likewise, Shakespeare's King Lear examines the collapse of political and familial order as Lear's inability to distinguish appearance from reality results in betrayal, madness, reconciliation, and profound loss. Together, these plays ask enduring questions about authority, responsibility, justice, loyalty, and what it means to possess wisdom.

Throughout the unit, students analyze how playwrights construct meaning through characterization, dramatic structure, dialogue, imagery, symbolism, irony, and theatrical conventions. Shakespeare's use of parallel plots, soliloquies, and symbolic motifs complements Sophocles' use of prophecy, the Chorus, dramatic irony, and classical tragic structure, illustrating how different dramatic traditions explore similar questions regarding human nature and moral responsibility. Students learn that every dramatic choice—from a character's entrance to the placement of a pause—contributes to the larger artistic vision.

As the culminating unit of the course, students synthesize the literary skills developed throughout the year while preparing for the AP Literature Exam. Through close reading, literary journals, seminar discussions, timed writing, and sustained literary argument, students draw connections among prose, poetry, and drama while refining their ability to defend sophisticated interpretations of literary works. The course calendar concludes with extended studies of Oedipus Rex and King Lear, accompanied by AP Classroom review, literary argument practice, and cumulative exam preparation.

Enduring Understandings

Content Specific	Skills Specific
1. Tragedy Reveals Universal Truths – Students will understand that tragic literature explores enduring questions about fate, free will, justice, leadership, responsibility, and the consequences of human choices. 2. Power and Responsibility Are Interconnected – Students will understand that literature frequently examines how political, familial, and personal authority carry moral responsibilities whose neglect leads to conflict and tragedy. 3. Dramatic Structure Shapes Meaning – Students will understand that playwrights use dialogue, stagecraft, dramatic irony, symbolism, and dramatic conventions to develop character, conflict, and theme. 4. The Human Condition Transcends Time – Students will understand that classical and Renaissance drama continue to illuminate contemporary questions concerning identity, morality, leadership, suffering, and redemption.	1. Close Reading of Drama – Students will understand how careful analysis of dialogue, stage directions, dramatic irony, and characterization reveals increasingly sophisticated literary interpretations. 2. Analysis of Dramatic Structure – Students will understand how exposition, rising action, climax, falling action, and resolution contribute to the thematic development of a play. 3. Literary Argumentation – Students will understand how to construct complex literary arguments supported by carefully selected textual evidence drawn from multiple literary works. 4. Analysis of Character Relationships – Students will understand how conflict, dialogue, motivation, and relationships reveal character complexity and thematic significance. 5. Revision and Analytical Sophistication – Students will understand that thoughtful revision strengthens literary arguments through greater precision, organization, and interpretive depth. 6. Collaborative Literary Inquiry – Students will understand that discussion, performance, and multiple perspectives deepen understanding of dramatic literature and enrich literary interpretation.

Essential Questions

Content Specific	Skills Specific
• How do tragedies explore the relationship between fate, free will, and personal responsibility? • In what ways do dramatic works reveal	• How do playwrights use dramatic structure, dialogue, and dramatic irony to develop literary meaning? • How can close reading of dramatic texts

enduring truths about leadership, justice, family, and the human condition? • How do Shakespeare and Sophocles continue to shape modern understandings of tragedy and human nature?	support sophisticated literary interpretation? • How can evidence from multiple literary works strengthen a literary argument?

Key Resources

Anchor Texts

- King Lear — William Shakespeare
- Oedipus Rex — Sophocles

Supplementary Resources

Supporting Resources

- AP Classroom Personal Progress Checks
- Released AP Literature Free Response Question 3 prompts
- Student Literary Journals
- Bedford Introduction to Literature drama resources
- Independent Reading Novel
- Teacher-selected literary criticism supporting both plays
- Classical Greek tragedy background
- Shakespearean tragedy background
- AP Classroom cumulative review materials

These resources align with the final instructional unit of the AP Literature course, which emphasizes drama, literary argument, AP Classroom review, timed writing, and comprehensive preparation for the AP Literature Exam.

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student-Centered Activities	Resources	Assessment
April	**3–4**	RL.CR.11–12.1 L.KL.11–12.2A SL.PE.11–12.1	**SWBAT closely read dramatic texts to identify significant details that contribute to characterization, conflict, and theme.** **SWBAT determine the meaning of unfamiliar vocabulary using context clues in dramatic literature.**	**Reading:** Annotation strategies and close reading of drama. **Writing:** Introducing dramatic literary analysis through textual evidence. Vocabulary in context. Annotation strategies.	Collaborative annotation Reader's Theater Literary journals Think-Pair-Share discussions	*Oedipus Rex* AP Classroom	**AP Literary Argument Timed Writing** (single paragraph or introductory analysis) AP Classroom Practice
		SL.PE.11–12.1 W.WP.11–12.4 W.RW.11–12.7	**SWBAT analyze characterization through dialogue, dramatic conflict, and motivation.** **SWBAT organize literary evidence to support analytical claims.**	**Reading:** Characterization and tragic conflict. **Writing:** Constructing literary analysis paragraphs using commentary and evidence. Character analysis. Claim development.	Character maps Socratic Seminar Collaborative evidence collection	*Oedipus Rex* AP Classroom	**AP Literary Analysis** (single paragraph or full essay) AP Classroom Practice
May	**1–2**	RL.CI.11–12.2 RL.IT.11–12.3 L.VL.11–12.3 W.WP.11–12.4	**SWBAT analyze symbolism, irony, and figurative language to determine thematic meaning.** **SWBAT explain how dramatic devices contribute to characterization and theme.**	**Reading:** Symbolism, dramatic irony, and imagery. **Writing:** Embedding quotations and commentary. Theme development. Dramatic devices.	Symbol tracking Annotation stations Small-group literary analysis	*King Lear* AP Classroom	**AP Literary Argument Timed Writing** AP Classroom Practice
		RL.CR.11–	**SWBAT analyze**	**Reading:**	Dramatic	*King Lear*	**AP Literary**

		12.1 RL.TS.11–12.4 W.WP.11–12.4	**dramatic structure and its impact on interpretation.** **SWBAT explain how Shakespeare's stylistic choices influence meaning.**	Dramatic structure and tragedy. **Writing:** Commentary development and literary interpretation. Structure analysis. Style analysis.	scene analysis Performance-based discussion circles	AP Classroom	**Analysis** (full essay) AP Classroom Practice
May	**3–4**	RL.CI.11–12.2 RL.IT.11–12.3 W.WP.11–12.4	**SWBAT analyze how playwrights develop central ideas through characterization, conflict, and dramatic structure.** **SWBAT evaluate how literary elements work together to develop meaning.**	**Reading:** Theme and conflict analysis. **Writing:** Developing sophisticated literary claims. Theme analysis. Conflict analysis.	Theme tracking charts Collaborative literary discussions	*King Lear* & *Oedipus Rex* AP Classroom	**AP Literary Argument Timed Writing** AP Classroom Practice
		RL.IT.11–12.3 RL.PP.11–12.5 W.WP.11–12.4	**SWBAT analyze organizational and structural strategies in dramatic literature.** **SWBAT explain how playwrights use dramatic structure to create meaning.**	**Reading:** Dramatic organization and plot structure. **Writing:** Developing analytical essays with coherent organization. Dramatic structure. Essay organization.	Plot mapping Scene sequencing Dramatic structure analysis	*King Lear* & *Oedipus Rex* AP Classroom	**AP Literary Argument Essay** AP Classroom Practice
June	**1**	RL.TS.11–12.4 RL.PP.11–12.5 W.WP.11–12.4	**SWBAT compare literary perspectives across multiple dramatic works.** **SWBAT strengthen analytical writing through precise commentary and evidence.**	**Reading:** Comparative drama analysis. **Writing:** Revision for sophistication and precision. Comparative analysis. Revision strategies.	Comparative discussion groups Venn diagrams Peer revision workshops	*King Lear* & *Oedipus Rex* AP Classroom	**AP Literary Argument Timed Writing** AP Classroom Practice
		L.SS.11–12.1 RL.CR.11–12.1	**SWBAT evaluate how dramatic elements contribute to an**	**Reading:** Author's craft. **Writing:** Literary revision	Peer review Writing conferences Literary	Released AP Literature FRQ 3	**AP Literary Argument Essay** AP

		W.WP.11–12.4	**author's overall purpose.** **SWBAT revise analytical writing for clarity, coherence, and sophistication.**	workshop. Author's style. Revision strategies.	journals	Prompts AP Classroom	Classroom Practice
June	**2**	RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.WP.11–12.4 W.RW.11–12.7	**SWBAT synthesize literary techniques across multiple dramatic works.** **SWBAT engage in collaborative literary discussions using textual evidence.**	**Reading & Writing:** Synthesizing characterization, symbolism, dramatic structure, and theme across plays. Literary synthesis. Collaborative discussion.	Socratic Seminar Dramatic synthesis activities Collaborative annotation	*King Lear* & *Oedipus Rex* AP Classroom	**Bring on the Benchmark**
		RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.WP.11–12.4 W.RW.11–12.7	**SWBAT demonstrate mastery of AP literary argument through evidence-based literary writing.** **SWBAT provide meaningful peer feedback to strengthen literary analysis.**	**Reading & Writing:** Timed AP Literary Argument writing and peer review. Essay revision. Reflective analysis. Comprehensive AP Literature review.	Peer review workshops Timed writing practice Course reflection activities	Released AP Literature FRQ 3 Prompts AP Classroom	**Unit Benchmark Exam (AP Literary Argument)**

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Reading Skills	**Reading**
Citing Textual Evidence in Literary Analysis (ELA.RL.CR.11–12.1): • Accurately citing strong and thorough textual evidence	**Advanced Analysis and Interpretation:** • Building on Unit 3 close reading of poetry by applying precise analysis to dramatic dialogue,

from dramatic works.
• Making relevant connections among dialogue, stage directions, character actions, dramatic conflicts, and structural choices.
• Interpreting both explicit and inferential meanings in *King Lear* and *Oedipus Rex*.
• Selecting evidence that supports claims about characterization, relationships, conflict, dramatic irony, symbolism, structure, and theme.
• Citing evidence from different acts or scenes to support a comprehensive interpretation of a play.

Citing Textual Evidence in Informational Analysis (ELA.RI.CR.11–12.1):

• Accurately citing evidence from informational texts related to tragedy, dramatic conventions, mythology, historical context, and theatrical performance.
• Supporting analysis with relevant contextual information about ancient Greek and Shakespearean drama.
• Distinguishing among evidence from the play, historical background, performance criticism, and literary criticism.
• Integrating contextual information without allowing it to replace direct analysis of the dramatic text.

Analyzing Themes in Literary Texts (ELA.RL.CI.11–12.2):

• Determining and analyzing two or more themes in each dramatic work.
• Examining how themes interact and build upon one another through character choices, relationships, conflicts, symbols, and dramatic structure.
• Analyzing themes involving fate, free will, power, pride, blindness, knowledge, identity, family, loyalty, justice, suffering, and responsibility.
• Explaining how tragic outcomes deepen or complicate thematic meaning.
• Providing objective summaries of acts, scenes, and significant dramatic events.

Analyzing Central Ideas in Informational Texts (ELA.RI.CI.11–12.2):

• Determining and analyzing central ideas in literary criticism, historical background readings, and informational texts about drama.
• Examining how central ideas interact and develop within discussions of tragedy and performance.
• Providing accurate and objective summaries of critical and contextual sources.
• Comparing a critic's interpretation of a play with monologues, soliloquies, and stage directions.
• Transferring the careful examination of individual words and phrases to the analysis of characters' speech and interactions.
• Using patterns of diction, imagery, repetition, and figurative language to interpret dramatic conflict and character motivation.
• Supporting increasingly complex interpretations with evidence drawn from multiple scenes.

Connecting Literary and Informational Texts:

• Extending Unit 3 work with poets, literary movements, and historical contexts to the study of dramatic traditions.
• Applying informational-reading skills to sources about Greek tragedy, Shakespearean tragedy, tragic heroes, dramatic conventions, and theatrical performance.
• Evaluating how historical and cultural contexts deepen understanding of the plays.
• Comparing critical interpretations with evidence-based analysis of the dramatic text.

Theme Development:

• Building on Unit 3 analysis of how poets develop themes through compressed language, imagery, symbolism, and structure.
• Applying those same skills to recurring patterns of language and action across complete plays.
• Examining how themes emerge through character relationships and escalating dramatic conflicts.
• Comparing how different playwrights explore related themes through distinct tragic traditions.
• Moving from analyzing a poetic speaker's perspective to evaluating the competing beliefs and values of dramatic characters.

Central-Idea Analysis:

• Applying Unit 3 informational-reading strategies to criticism focused on drama and tragedy.
• Identifying the central claims critics make about characters, conflicts, themes, and dramatic structure.
• Evaluating how critics support interpretations through quotations, historical context, and theoretical frameworks.
• Comparing multiple critical perspectives on the same character or tragic outcome.

students' own evidence-based analysis.
• Evaluating how theories of tragedy shape interpretations of *King Lear* and *Oedipus Rex*.

Analyzing Author's Choices in Literature (ELA.RL.IT.11–12.3):

• Examining how playwrights develop meaning through dialogue, monologues, soliloquies, stage directions, entrances, exits, dramatic action, and character relationships.
• Analyzing complex and changing character motivations.
• Evaluating how Lear, Cordelia, Goneril, Regan, Gloucester, Edgar, Edmund, Oedipus, Jocasta, Creon, and Tiresias develop throughout their respective plays.
• Explaining how character choices, misunderstandings, discoveries, and consequences contribute to tragedy.
• Analyzing how direct and indirect characterization operate differently in dramatic texts.

Analyzing Author's Choices in Informational Texts (ELA.RI.IT.11–12.3):

• Analyzing how critics and scholars organize ideas about dramatic literature.
• Explaining how informational authors develop interpretations through evidence, reasoning, and contextual information.
• Evaluating how scholars frame discussions of tragic heroes, fate, dramatic irony, performance, and historical context.
• Comparing different critical approaches to the same play or character.
• Examining how performance reviews develop claims about acting, staging, direction, and interpretation.

Evaluating Author's Structural Choices (ELA.RL.TS.11–12.4):

• Evaluating how dramatic structure contributes to meaning and aesthetic impact.
• Analyzing exposition, rising action, reversals, recognition, climax, falling action, catastrophe, and resolution.
• Examining the effects of parallel plots, scene sequencing, entrances, exits, interruptions, and shifts in setting.
• Explaining how Shakespeare's main plot and Gloucester subplot reflect and complicate one another.
• Evaluating how Sophocles structures the gradual discovery of Oedipus's identity.
• Analyzing how beginnings and endings influence the audience's understanding of tragedy.
• Using secondary sources to extend rather than replace close textual analysis.

Literary Craft Analysis:

• Extending Unit 3 analysis of poetic voice, diction, syntax, imagery, and figurative language into dramatic characterization.
• Applying close-reading skills to speeches and exchanges in which characters reveal or conceal their motives.
• Examining how playwrights develop characters without a traditional narrator.
• Connecting patterns of speech to power, identity, conflict, and emotional change.
• Evaluating how individual choices contribute to a work's tragic outcome.

Authorial Decision-Making:

• Applying Unit 3 analysis of poetry criticism to more sustained arguments about drama.
• Evaluating how critics select and organize evidence from different scenes.
• Comparing literary analysis with performance-based criticism.
• Recognizing how different critical lenses emphasize particular characters, conflicts, or themes.
• Using the organization of effective criticism as a model for literary argument writing.

Structural Analysis:

• Building on Unit 3 analysis of poetic form, stanza organization, repetition, shifts, and line breaks.
• Transferring structural analysis from the arrangement of lines and stanzas to the sequencing of scenes and dramatic revelations.
• Examining how structural shifts create suspense, tension, irony, and emotional impact.
• Recognizing patterns, parallels, contrasts, and reversals across a complete dramatic work.
• Connecting structural choices to character development and thematic meaning.

Comparing Perspectives in Texts (ELA.RL.PP.11–12.5):

• Evaluating the perspectives, values, and motivations of multiple characters within and across dramatic texts.
• Comparing how Lear, Cordelia, Goneril, and Regan understand love, loyalty, and authority.
• Comparing how Oedipus, Jocasta, Creon, and Tiresias understand truth, knowledge, fate, and responsibility.
• Examining how audiences may understand events differently from the characters because of dramatic irony.
• Comparing how Shakespeare and Sophocles present tragic leadership, pride, suffering, and self-knowledge.
• Justifying which interpretation or perspective is most strongly supported by evidence.

Determining Word Meanings (ELA.L.VL.11–12.3):

• Clarifying the meanings of unfamiliar, archaic, and multiple-meaning words and phrases in dramatic texts.
• Using context clues, word parts, annotations, and reference materials to determine meaning.
• Analyzing how diction contributes to characterization, relationships, status, tone, and conflict.
• Interpreting words whose meanings depend on irony, double meanings, or dramatic context.
• Examining recurring vocabulary related to nature, sight, knowledge, power, loyalty, fate, and suffering.

Understanding Figurative Language (ELA.L.VI.11–12.4):

• Analyzing imagery, symbolism, metaphor, simile, personification, irony, paradox, allusion, and recurring motifs.
• Interpreting connotative and nuanced meanings in dramatic speeches.
• Examining patterns of imagery involving sight and blindness, nature, disease, storms, animals, clothing, age, and authority.
• Explaining how figurative language contributes to characterization, conflict, atmosphere, and theme.
• Evaluating how dramatic and situational irony shape the audience's understanding of events.

Writing Skills

Writing Narratives (ELA.W.NW.11–12.3):

• Developing real or imagined dramatic experiences using effective techniques and well-structured event sequences.

Perspective and Voice:

• Building on Unit 3 analysis of poetic speakers by examining multiple dramatic voices within the same work.
• Distinguishing between a character's perspective and the playwright's broader presentation of events.
• Comparing conflicting accounts, motives, and values.
• Evaluating how diction and tone reveal each character's perspective.
• Recognizing how an audience's knowledge may differ from a character's limited understanding.
• Considering how performance choices can alter the audience's interpretation of a character.

Vocabulary in Context:

• Building on Unit 3 analysis of poetic diction, connotation, ambiguity, and multiple meanings.
• Applying those strategies to Shakespearean language, translated Greek drama, and complex dramatic exchanges.
• Using the surrounding dialogue and dramatic situation to interpret unfamiliar language.
• Examining how a character's vocabulary reflects emotion, status, motivation, or changing circumstances.
• Recognizing deliberate ambiguity, irony, and wordplay in dramatic language.

Literary Devices:

• Extending Unit 3's concentrated study of imagery, symbolism, metaphor, paradox, and irony.
• Applying poetry-analysis skills to dramatic speeches and recurring images across multiple scenes.
• Moving from analyzing isolated figurative expressions to tracking sustained motifs throughout a play.
• Examining how figurative language reveals changes in a character's emotional and psychological condition.
• Connecting symbolic patterns to tragic outcomes and thematic complexity.

Writing

Narrative and Creative Techniques:

• Building on Unit 3 creative work with poetic voice, imagery, symbolism, tone, and precise language.

• Employing dialogue, pacing, description, reflection, and precise details.
• Applying an understanding of characterization, conflict, dramatic irony, and scene structure to original writing.
• Creating dialogue that reveals character motivations and relationships.
• Experimenting with monologues, scene adaptations, or alternative perspectives on dramatic events.

Developing and Strengthening Writing (ELA.W.WP.11–12.4):

• Planning, revising, editing, rewriting, and refining literary-analysis and literary-argument essays.
• Developing defensible claims about complex characters, relationships, conflicts, structures, and themes.
• Selecting evidence from multiple scenes or from a student-selected work.
• Strengthening commentary by explaining how evidence supports an interpretation of the work as a whole.
• Addressing complexity, tension, contradiction, and alternative interpretations.
• Tracking and reflecting on writing progress through journals, portfolios, conferencing, peer review, and timed-writing reflections.
• Consulting MLA guidelines when appropriate.

Writing Routinely (ELA.W.RW.11–12.7):

• Writing over extended and shorter time frames for analytical, reflective, and creative purposes.
• Completing dramatic journals, scene analyses, character reflections, timed essays, literary arguments, seminar preparations, and revisions.
• Maintaining character, conflict, imagery, quotation, and theme trackers across each play.
• Writing informal responses that prepare students for formal AP literary argument.
• Incorporating close reading, discussion, reflection, feedback, and revision into the writing process.

Command of the English Language (ELA.L.SS.11–12.1):

• Demonstrating mastery of grammar, syntax, sentence structure, punctuation, and usage.
• Using formal academic language in literary analysis, literary argument, and discussion.
• Varying sentence structures to explain complex relationships among characters, conflicts, dramatic techniques, and themes.
• Applying those techniques to dialogue, monologue, and dramatic scenes.
• Developing distinct character voices rather than a single poetic speaker.
• Using pacing, conflict, and dramatic tension to structure an original scene.
• Incorporating figurative language purposefully while maintaining believable characterization.

Revising and Strengthening:

• Building on Unit 3 AP Poetry Analysis writing by transferring precise close reading to literary argument.
• Expanding analysis from a provided poem to a broader argument about an entire dramatic work.
• Revising claims to address complexity rather than reducing characters to simple traits.
• Selecting evidence strategically from across the play.
• Strengthening commentary by connecting specific scenes to the work's overall meaning.
• Revising introductions, body paragraphs, and conclusions for clarity, coherence, and sophistication.

Writing Stamina and Fluency:

• Continuing the writing routines established during Unit 3 poetry study.
• Applying concise close-reading skills to longer arguments about complete dramatic works.
• Increasing independence in selecting relevant evidence from memory and prior study.
• Building stamina for AP Literary Argument responses completed under timed conditions.
• Using journals and scene analyses to prepare a bank of evidence for cumulative writing tasks.

Language Conventions:

• Applying Unit 3 editing skills to longer and more independent literary arguments.
• Maintaining clarity while discussing complex or abstract tragic ideas.
• Integrating quotations from dialogue and verse correctly.
• Using punctuation to distinguish quoted dialogue from analytical commentary.

• Maintaining the literary present when analyzing dramatic works.
• Editing writing for clarity, precision, fluency, and stylistic control.

Understanding Language Functions (ELA.L.KL.11–12.2):

• Analyzing how language functions in dramatic, historical, and performance contexts.
• Examining how characters use language to persuade, command, deceive, accuse, resist, flatter, mourn, and reveal.
• Making effective language choices for meaning, tone, and style in analytical writing.
• Enhancing comprehension through analysis of diction, syntax, rhetorical patterns, imagery, and dramatic context.
• Varying word choice to strengthen literary analysis and argument.

Speaking Skills

Participating in Collaborative Discussions (ELA.SL.PE.11–12.1):

• Initiating and participating effectively in discussions about dramatic texts, performances, and interpretive questions.
• Building on others' ideas while expressing original interpretations clearly and persuasively.
• Supporting claims with evidence from dialogue, stage directions, character actions, and dramatic structure.
• Responding thoughtfully to alternative interpretations of characters and events.
• Participating in Socratic seminars, roundtable discussions, reader's theater, scene analysis, and collaborative performance activities.
• Revising or strengthening interpretations based on discussion and new evidence.

Adapting Speech to Various Contexts (ELA.SL.AS.11–12.6):

• Adapting speech for informal collaboration, formal seminars, dramatic readings, performances, presentations, and literary discussions.
• Demonstrating command of formal English when appropriate.
• Presenting interpretations of dramatic works clearly, logically, and persuasively.
• Adjusting vocal tone, pacing, emphasis, and expression during dramatic readings.
• Using precise literary terminology when discussing characterization, conflict, dramatic irony, structure, and

• Editing for sentence variety, logical relationships, consistent verb tense, and formal style.

Language and Style:

• Extending Unit 3 analysis of poetic diction, syntax, sound, and figurative language into dramatic speech.
• Examining how language reveals relationships, status, authority, and emotional change.
• Using precise literary terminology to discuss tragedy and drama.
• Selecting analytical verbs that accurately explain how playwrights shape audience responses.
• Varying word choice and sentence patterns to produce sophisticated literary arguments.

Speaking

Collaborative Literary Discussions:

• Building on Unit 3 poetry seminars and collaborative close-reading activities.
• Applying precise textual analysis to dialogue and dramatic interactions.
• Comparing multiple interpretations of characters, motivations, and tragic responsibility.
• Moving between discussion of the written text and evaluation of performance choices.
• Using literary and dramatic terminology confidently during collaborative discussions.
• Addressing disagreements respectfully through evidence and reasoning.

Adaptation and Formal Speech:

• Extending Unit 3 presentation and recitation skills to dramatic reading and performance.
• Applying attention to poetic rhythm, tone, and emphasis when delivering dramatic verse.
• Adjusting voice and delivery to reflect a character's motivation, relationships, and emotional condition.
• Organizing spoken literary interpretations around defensible claims and relevant evidence.
• Adapting language and delivery for small-group work, formal seminars, performances, and presentations.

tragedy.

Career Readiness, Life Literacies, and Key 21st Century Skills

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections

6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
6.1.12.HistoryCA.4.a	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
HS-PS2	Motion and Stability: Forces and Interactions
HS-PS2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
HS-PS2-3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
HS-LS2	Ecosystems: Interactions, Energy, and Dynamics
HS-LS2-6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
HS-LS3	Heredity: Inheritance and Variation of Traits
HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS4	Biological Evolution: Unity and Diversity
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
HS-ESS2	Earth's Systems
HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
HS-ESS2-7	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
HS-ESS3	Earth and Human Activity
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
HS-ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).
HS-ETS1	Engineering Design
HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.