



Campus: **Princeton High School**

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Date Created / Revised: **August 30, 2022**

Six Weeks Period: **2nd**

Grade Level & Course: **AP English IV**

Timeline: **29 Days**

Unit 2: **Modernism and Allegorical Texts**

Lesson: **1**

**Stated Objectives:
TEK # and SE**

AP English Literature:

Big Ideas and Enduring Understandings

Character (CHR-1): Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

Setting (SET-1): Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

Structure (STR-1): The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of the text.

Narration (NAR-1): A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

Figurative Language (FIG-1): Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

Literary Argumentation (LAN-1): Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

See Instructional Focus Document (IFD) for TEK Specificity

Key Understandings

- Structure and elements of literature in the works of modernist writers.
- Figurative language contributes to the tone and mood of a piece of literature.
- Connections between literary elements and literary techniques facilitates the reader's ability to make meaning.

Misconceptions

- Students may not think a poem can also be a piece of literature
- Students may not be aware of the multiple ways author's reveal characters and how an author's choice of words, dialogue, and actions contribute to character's profiles.

Key Vocabulary

- TP-CASTT (Title, Paraphrase, Connotation, Attitude, Shifts, Title, Theme), Modernism, allegory, allusion, Conceit, extended metaphor, tone, explicit theme, implicit theme, characterization, levels of analysis

**Suggested Day
5E Model**

Instructional Procedures
(Engage, Explore, Explain, Extend/Elaborate, Evaluate)

Notes

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| <p>Day 1 Sept. 19</p> | <p>OBJECTIVE: Introduce elements of modernism and examine these elements using T.S. Elliot's "The Hollow Men"</p> <ol style="list-style-type: none"> 1. Teacher will provide necessary background information on Modernism and its essential elements 2. Students will take notes over modernism 3. Students will examine elements of modernism in the poem, while practicing poetic analysis strategies <p>CLOSING TASK: Write down one element of modernism present in the poem</p> | |
| <p>Day 2 Sept. 20</p> | <p>OBJECTIVE: Engage in critical reading and AP exam preparation through multiple choice practice</p> <ol style="list-style-type: none"> 1. Students will practice AP level multiple choice questions on the AP Planner online system 2. Students will have the opportunity to correct their answers and provide rationale to earn additional points back <p>CLOSING TASK: Write down average percentage on sticky note</p> | |
| <p>Day 3 Sept. 21</p> | <p>OBJECTIVE: Evaluate potential choices for literature circle novel and provide justification for choice</p> <ol style="list-style-type: none"> 1. Teacher will provide first chapters, historical context, and literary criticisms for the potential novels 2. Students will explore various novels and submit their preferences with rationale to the Google Classroom <p>CLOSING TASK: Tell a neighbor what novel you think you are going to select and why</p> | |
| <p>Day 4 Sept. 22</p> | <p>OBJECTIVE: Work with literature circle members to divide novel choice into manageable pieces and assign discussion preparation work</p> <ol style="list-style-type: none"> 1. Students will divide into their Literature Circles and create group on the classroom site 2. Teacher will provide due dates for each section of reading, potential journal topics, and relevant discussion information 3. Students will divide novel into appropriate sections and make a plan for keeping up with the reading <p>CLOSING TASK: Create communication system with group and share with Ms. Filina</p> | |
| <p>Day 5 Sept. 23</p> | <p>OBJECTIVE: Provide detailed examples of the levels of analysis and evaluate their role on the AP Exam</p> <ol style="list-style-type: none"> 1. Teacher will discuss the levels of interpretation for texts <ol style="list-style-type: none"> a. Literal- Reading what is on the line b. Interpretive-Reading between the lines <ol style="list-style-type: none"> i. Allegorical- political and religious allusions ii. Tropological- moral/religious implications and metaphors c. Universal- Reading beyond the lines | |

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| | <p>i. Ontological- application and meaning during the time it was written and today</p> <p>2. Students will keep track of the levels of interpretation in their annotations as they read.</p> <p>CLOSING TASK: Choose text for analysis homework</p> | |
| <p>Day 6 Sept. 26</p> | <p>OBJECTIVE: Introduce Modernism project in which students produce pieces of modernism art or literature</p> <p>1. Teacher will provide parameters of modernism project and provide a grading rubric</p> <p>2. Students will select method of presentation, modernist focus, and desired creative elements (plot points, setting, symbols, characters, etc.)</p> <p>CLOSING TASK: Write method of presentation on a sticky note and turn in</p> | |
| <p>Day 7 Sept. 27</p> | <p>OBJECTIVE: Examine selected element of literary analysis in preparation for discussion</p> <p>1. Students will choose their journal option for the upcoming Literature Circle meeting</p> <p>2. Students will complete focused literary analysis to bring to the discussion, in addition to text annotations</p> <p>CLOSING TASK: Select one passage of interest for the discussions tomorrow</p> | |
| <p>Day 8 Sept. 28</p> | <p>OBJECTIVE: Engage in student-driven critical discussion of selected novel's major literary elements</p> <p>1. Students will join their Literature Circle group and present their selected journal entry topic</p> <p>2. Discussions will be centered around annotations, levels of analysis, literary elements in the assigned readers, as well as journal entries</p> <p>3. Students will be graded on an individual and group basis</p> <p>4. Teacher will circulate between the discussion groups to provide additional questions and push for deeper analysis</p> <p>5. Students will engage in self-reflection over their performance in the Literature Circle meeting</p> <p>CLOSING TASK: Complete self-evaluation of performance</p> | |
| <p>Day 9 Sept. 29</p> | <p>OBJECTIVE: Create visual aide or presentation plan for modernism project</p> <p>1. Students will finalize their presentation plan or visual aide for their modernism projects</p> <p>2. Teacher will provide final feedback and materials for online presentation</p> <p>CLOSING TASK: Make to do list for final touches on project</p> | |
| <p>Day 10 Sept. 30</p> | <p>OBJECTIVE: Discuss elements of characterization and analyze character development in selected passage</p> | |

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| | <ol style="list-style-type: none"> 1. Teacher will provide instruction on important or commonly-seen elements of characterization on the AP Exam 2. Students will take notes over characterization and character development 3. Students will track character development in selected novel and in the passage chosen for the in-class practice <p>CLOSING TASK: Select character from novel to analyze for homework</p> | |
| <i>Day 11</i> <i>Oct. 3</i> | <p>OBJECTIVE: Engage in critical reading and AP exam preparation through multiple choice practice</p> <ol style="list-style-type: none"> 1. Students will practice AP level multiple choice questions on the AP Planner online system 2. Students will have the opportunity to correct their answers and provide rationale to earn additional points back <p>CLOSING TASK: Write down average percentage on sticky note</p> | |
| <i>Day 12</i> <i>Oct. 4</i> | <p>OBJECTIVE: Examine selected element of literary analysis in preparation for discussion</p> <ol style="list-style-type: none"> 1. Students will choose their journal option for the upcoming Literature Circle meeting 2. Students will complete focused literary analysis to bring to the discussion, in addition to text annotations <p>CLOSING TASK: Select one passage of interest for the discussions tomorrow</p> | |
| <i>Day 13</i> <i>Oct. 5</i> | <p>OBJECTIVE: Engage in student-driven critical discussion of selected novel's major literary elements</p> <ol style="list-style-type: none"> 1. Students will join their Literature Circle group and present their selected journal entry topic 2. Discussions will be centered around annotations, levels of analysis, literary elements in the assigned readers, as well as journal entries 3. Students will be graded on an individual and group basis 4. Teacher will circulate between the discussion groups to provide additional questions and push for deeper analysis 5. Students will engage in self-reflection over their performance in the Literature Circle meeting <p>CLOSING TASK: Complete self-evaluation of performance</p> | |
| <i>Day 14</i> <i>Oct. 6</i> | <p>OBJECTIVE: Finalize visual aide or presentation plan for modernism project</p> <ol style="list-style-type: none"> 1. Students will finalize their presentation plan or visual aide for their modernism projects 2. Teacher will provide final feedback and materials for online presentation | |

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| | CLOSING TASK: Make to do list for final touches on project | |
| Day 15 Oct. 7 | <p>OBJECTIVE: Present modernism projects</p> <ol style="list-style-type: none"> 1. Students will volunteer to present modernism projects to peers and parents 2. Audience will provide feedback <p>CLOSING TASK: Tell a partner one new thing you realized about modernist literary elements</p> | |
| Day 16 Oct. 11 | <p>OBJECTIVE: Examine selected element of literary analysis in preparation for discussion</p> <ol style="list-style-type: none"> 1. Students will choose their journal option for the upcoming Literature Circle meeting 2. Students will complete focused literary analysis to bring to the discussion, in addition to text annotations <p>CLOSING TASK: Select one passage of interest for the discussions tomorrow</p> | |
| Day 17 Oct. 12 | <p>OBJECTIVE: Engage in student-driven critical discussion of selected novel's major literary elements</p> <ol style="list-style-type: none"> 1. Students will join their Literature Circle group and present their selected journal entry topic 2. Discussions will be centered around annotations, levels of analysis, literary elements in the assigned readers, as well as journal entries 3. Students will be graded on an individual and group basis 4. Teacher will circulate between the discussion groups to provide additional questions and push for deeper analysis 5. Students will engage in self-reflection over their performance in the Literature Circle meeting <p>CLOSING TASK: Complete self-evaluation of performance</p> | |
| Day 18 Oct. 13 | <p>OBJECTIVE: Select appropriate prompt from AP – Question 3 released exams for process paper</p> <ol style="list-style-type: none"> 1. Student will examine previously released prompts for Question 3 on the AP Literature exam 2. Teacher will provide a variety of choice for process paper topics and evidence selection strategies 3. Students will select prompt and begin collecting appropriate evidence for argument <p>CLOSING TASK: Fill out Google Form with chosen prompt</p> | |
| Day 19 Oct. 14 | <p>OBJECTIVE: Engage in critical reading and AP exam preparation through multiple choice practice</p> <ol style="list-style-type: none"> 1. Students will practice AP level multiple choice questions on the AP Planner online system 2. Students will have the opportunity to correct their answers and provide rationale to earn additional points back | |

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| | <p>CLOSING TASK: Write down average percentage on sticky note</p> | |
| <p>Day 20 Oct. 17</p> | <p>OBJECTIVE: Craft outline of literary analysis essay</p> <ol style="list-style-type: none"> 1. Students will use prompt, evidence trackers, text, and journal entries to craft a clear, detailed outline of literary analysis essay for peer feedback 2. Students will post outline to the Google Classroom for peer feedback 3. Students will provide feedback on at least two peer's outlines <p>CLOSING TASK: Turn in copy of thesis statement</p> | |
| <p>Day 21 Oct. 18</p> | <p>OBJECTIVE: Examine selected element of literary analysis in preparation for discussion</p> <ol style="list-style-type: none"> 1. Students will choose their journal option for the upcoming Literature Circle meeting 2. Students will complete focused literary analysis to bring to the discussion, in addition to text annotations <p>CLOSING TASK: Select one passage of interest for the discussions tomorrow</p> | |
| <p>Day 22 Oct. 19</p> | <p>OBJECTIVE: Engage in student-driven critical discussion of selected novel's major literary elements</p> <ol style="list-style-type: none"> 1. Students will join their Literature Circle group and present their selected journal entry topic 2. Discussions will be centered around annotations, levels of analysis, literary elements in the assigned readers, as well as journal entries 3. Students will be graded on an individual and group basis 4. Teacher will circulate between the discussion groups to provide additional questions and push for deeper analysis 5. Students will engage in self-reflection over their performance in the Literature Circle meeting <p>CLOSING TASK: Complete self-evaluation of performance</p> | |
| <p>Day 23 Oct. 20</p> | <p>OBJECTIVE: Engage in peer-feedback cycle for literary analysis essays</p> <ol style="list-style-type: none"> 1. Students will select peer-feedback guided worksheet for their desired area of focus: writing style or argumentation 2. Teacher will provide whole-group instruction regarding peer-feedback expectations and procedures 3. Students will engage in the peer-feedback process with at least two peers <p>CLOSING TASK: List at least one thing you liked about someone else's argument on the Google Classroom post</p> | |
| <p>Day 24 Oct. 21</p> | <p>OBJECTIVE: Finalize literary analysis argument using peer, self, and teacher feedback</p> | |

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| | <p>1. Students will work to finalize their literary analysis plan</p> <p>CLOSING TASK: Make final to do list for essay preparation</p> | |
| <p><i>Day 25</i> <i>Oct. 24</i></p> | <p>Review for Testing</p> | |
| <p><i>Day 26</i> <i>Oct. 25</i></p> | <p>Review for Testing</p> | |
| <p><i>Day 27</i> <i>Oct. 26</i></p> | <p>Six Weeks Testing</p> | |
| <p><i>Day 28</i> <i>Oct. 27</i></p> | <p>Six Weeks Testing</p> | |
| <p><i>Day 29</i> <i>Oct. 28</i></p> | <p>Make Up Testing</p> | |