IDEA Public Schools

**Poetry**
**Unit Plan**

**AP English Literature & Composition**
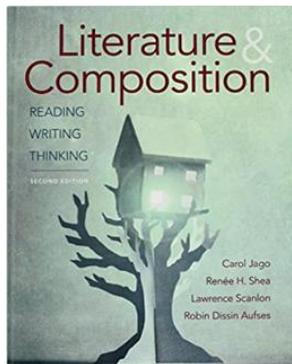**Unit 2**

**Suggestion Duration: ~18 Days**

## Core Text / Materials

**Please ensure you obtain the following:**

☐ *Literature & Composition*, 2nd Edition – (Teacher Edition)
☐ *Literature & Composition,* 2nd Edition – (Student Edition: class set)
☐ Achieve app on Clever for book online access
☐ AP Classroom Access
   o You can sign in or sign up here.
   o Identify your AP Coordinator on campus and obtain course audit approval.
☐ Unit/Model Internalization Guide
☐ AP English Literature Course and Exam Description, Fall 2024
☐ AP English Literature Conceptual Framework

**Note:** This guide will follow the unit materials provided by College Board through their CED and lay these beside the thematic chapters in *Literature & Composition, 2nd* Edition, emphasizing the skills that each unit enumerates and highlights.

## Unit Overview

Poetry and prose differ in a variety of ways, with structure often being the most obvious and notable of these differences. Unit 2 explores these differences and helps students better understand how the structures of poetry contribute to meaning and interpretations. In this unit, students will also explore other fundamentals often associated with—though not unique to—poetry: word choice and the foundations of simile and metaphor.

## Big Ideas/Skills Categories *(note: skills highlighted are re-teach items from Unit 1)*

| Enduring Understanding | Skills | Essential Knowledge |
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| **CHR:** Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. | **1.A** Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. | **CHR-1.A** Description, dialogue, and behavior reveal characters to readers. |
| **STR:** 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 a text. | **3.C** Explain the function and structure in a text. | **STR-1.D** Line and stanza breaks contribute to the development and relationship of ideas in a poem.<br>**STR-1.E** The arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem. |
| | **3.D** Explain the function of contrasts within a text. | **STR-1.G** Contrast can be introduced through focus; tone; point of view; character, narrator, or speaker perspective; dramatic situation or moment; settings or time; or imagery. |
| **NAR:** A narrator's or speaker's perspective controls the details and | **4.A** Identify and describe the narrator or speaker of a text. | **NAR-1.A** Narrators or speakers relate accounts to readers and establish a relationship between the text and the reader. |

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| emphases that affect how readers experience and interpret a text. | **4.C** Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. | **NAR-1.M** The narrators', characters', or speakers' backgrounds and perspectives shape the tone they convey about subjects or events in the text. |
| **FIG:** Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text. | **5.A** Distinguish between the literal and figurative meanings of words and phrases. | **FIG-1.L** Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text. |
| | **5.B** Explain the function of specific words and phrases in a text. | **FIG-1.C** Words or phrases may be repeated to emphasize ideas or associations. **FIG-1.D** Alliteration is the repetition of the same letter sound at the beginning of adjacent or nearby words to emphasize those words and their associations or representations. |
| | **5.D** Identify and explain the function of an image or imagery. | **FIG-1.O** Descriptive words, such as adjectives and adverbs, contribute to sensory imagery. |
| | **6.A** Identify and explain the function of a simile. | **FIG-1.E** A simile uses the words "like" or "as" to liken two objects or concepts to each other. |
| | **6.B** Identify and explain the function of a metaphor. | **FIG-1.H** A metaphor implies similarities between two (usually unrelated) concepts or objects in order to reveal or emphasize one or more things about one of them, though the differences between the two may also be revealing. |
| | **6.C** Identify and explain the function of personification. | **FIG-1.V** Personification is a type of comparison that assigns a human trait or quality to a nonhuman object, entity, or idea, thus characterizing that object, entity, or idea. |
| | **6.D** Identify and explain the function of an allusion. | **FIG-1.W** Allusions in a text can reference literary works including myths and sacred texts; other works of art including paintings and music; or people, places, or events outside the text. |
| **LAN:** Readers establish and communicate their interpretations of literature through arguments supported by textual evidence. | **7.A** Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. | **LAN-1.A** In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text. |
| | **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. | **LAN-1.D** A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary. |

| Unit 2 Exam | | | | |
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| **Structure** | | | | **Useful Resources** |
| Section 1 | Multiple Choice | 15-minute time limit | 13 questions | ☐ How to access the exam via AP Classroom exam links |
| Section 2 | Free Response | 25-30 minutes time limit | 1 Poetry Analysis Prompt | ☐ Assessment Companion |
| **Note:** Unit Exams are skills-based exams with added time constraints to prepare for the final AP English Language exam. While essays are suggested in intervals of 40 minutes during a full-length exam, unit exams focus on the students' ability to read, draft, and respond to a prompt with a **defensible thesis (Row A point)** and **at minimum a claim, evidence, and commentary** in their body paragraph(s) **(Row B points)** in a limited time frame. | | | | ☐ How to input Rubric Score on Edcite ☐ TEAMS AP English Literature Channel |

## Multi-Tiered System of Support (MTSS)

To support the district's **Multi-Tiered System of Supports (MTSS)** initiative and align more closely with TEA's **Research-Based Instructional Strategies (RBIS)** framework, instructional products will be created that prioritize **speaking and classroom discourse**, **text-based responses**, and **vocabulary development** throughout the AP English Literature curriculum. These focus areas are embedded within the curriculum in alignment with the **College Board's Course Exam Description (CED)** and our textbook, *Literature and Composition*. This unit guide specifically targets the **effective integration** of these instructional strategies into daily instruction, ensuring that they are implemented in a way that fosters **intentional and focused** delivery. The goal is to enhance student engagement and performance, ensuring students are well-prepared for the AP exams in the 25-26 school year.

## Unit 2 Reading List

| Title | Author | Location |
|---|---|---|
| 1. "My Heart and I" | Elizabeth Barrett Browning | Pages 114-115 |
| 2. "To An Athlete Dying Young" | A. E. Housman | Page 116 |
| 3. "XIV" | Derek Walcott | Page 118 (AP Classroom 2015 prompt) |
| 4. "Here" | Philip Larkin | AP Classroom (2007 Form B prompt) |
| 5. "Remembrance" | Emily Bronte | UE2 Multiple Choice AP Classroom |
| 6. "The Myth of Music" | Rachel M. Harper | UE2 AP Classroom (2017 prompt) |

## ROADMAP

| Lesson 1: Intro to Poetry – Identify a speaker | Date: |
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| Skill / Objective | Notes for Intellectual Preparation & Lesson Planning | Lesson Look Fors |
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| **4.A -** Identify and describe the narrator or speaker of a text.<br><br>**Obj. – SWBAT** read Elizabeth Barrett Browning's "My Heart and I" to identify and describe the speaker, analyzing how the speaker conveys emotional depth through literal meaning. | **Goal of this lesson:** The most important aspect of identifying a speaker in a text is to understand how the speaker's perspective, emotional state, and personal experiences are conveyed through the text.<br><br>**Lesson Cycle:**<br>☐ **Do Now:** Write a short response describing feelings of exhaustion or emotional weariness.<br>☐ **Model:** Introduce the poem "My Heart and I", Chapter 4, page 114 and explain the focus on understanding what is literally happening in the text. Read the poem aloud. Cold read. (2:30)<br>    ▪ Explain that the speaker is the voice in the poem, but not necessarily the poet herself. Have students consider who the speaker is based on the literal meaning they've uncovered.<br>    ▪ Re-read and unpack stanza 1-2 discussing how this literal action provides insight into the speaker's feelings. | Teachers:<br>☐ Clarification of speaker vs. poet.<br>☐ Clarification of literal vs. figurative meaning.<br>☐ Identification of the speaker.<br>Students:<br>☐ Identify the speaker.<br>☐ Use text support to identify the speaker.<br>☐ Identification of literal actions that reflect the speaker's emotions. |

| | ☐ **Guided Practice:** In groups or pairs work together to unpack stanzas 3-5 with guided discussion questions. | | |
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| Speaker<br>Poet<br>Literal<br>Figurative<br>Personification<br>Inference | ☐ **Independent Practice:** Unpack stanzas 6-7 and use specific textual details from the poem to support a literal description of the speaker's emotional state.<br>☐ **Exit Ticket:** Multiple-choice questions designed to address the identification of the speaker. | **Know** | **Do** |
| | **Special Pops Tips** | | |
| | ➢ Visual Aid – student map that outlines the speaker's traits and emotional state (line by line)<br>➢ Defined literal and figurative examples. | | |

| Lesson 2: Intro to Poetry – Analyze a Speaker's Perspective | | Date: | |
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| **Skill / Objective** | **Notes for Intellectual Preparation & Lesson Planning** | **Lesson Look Fors** | |

| Skill / Objective | Notes for Intellectual Preparation & Lesson Planning | Lesson Look Fors | |
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| **4.C -** Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.<br><br>**Obj. – SWBAT** analyze how details, diction, syntax, and tone in "My Heart and I" reveal the speaker's emotional and psychological perspective, and how shifts in these elements reflect changes in the speaker's viewpoint.<br><br>**Vocabulary**<br>Diction<br>Syntax<br>Tone<br>Connotation<br>Denotation | **Goal of this lesson:** Help students understand how specific details in a text—such as **diction, syntax, and tone**—work together to reveal and deepen their understanding of the speaker's emotional and psychological perspective.<br><br>**Lesson Cycle:**<br>☐ **DN:** Word Choices: Select a few words for students to distinguish between literal and figurative connotations. (denotation vs connotation)<br>☐ **M:** Introduce today's focus on how diction, syntax, and tone reveal the speaker's perspective and its shifts.<br>  ▪ Set-up a Mini-Lesson on Diction, Syntax, and Tone<br>  ▪ Optional Video Pairing: "What is Diction in Literature?" Oregon State University (9:43); "What is Tone in Literature?" (7:23) Oregon State University<br>☐ **GP:** Students work in pairs to analyze assigned stanzas.<br>  Steps:<br>  ▪ Identify key words and their denotation.<br>  ▪ Analyze connotations and their impact on tone.<br>  ▪ Examine sentence structure.<br>  ▪ Identify and explain tone shifts.<br>  ▪ Students annotate stanzas and present analyses to the class.<br>☐ **IP: Prompt:** Choose a word with strong connotation from the poem and discuss how its connotation affects tone and reveals the speaker's emotional state.<br>  ▪ Body Paragraph structure practice<br>☐ **ET:** Multiple-choice questions focusing on identifying and describing details, diction, or syntax that reveal a speaker's perspective. | Teachers:<br>☐ Definitions and examples accessible of diction, syntax, and tone<br>☐ Paragraph structure template.<br>Students:<br>☐ Identify specific words and their denotation/connotation<br>☐ Identify tone<br>☐ Respond to **how** diction, syntax, tone reveal speaker's emotional state. | |
| | | **Know** | **Do** |

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| **Special Pops Tips** | |

> ➤ Visual Support: Chart with examples of denotation and connotation.
> ➤ Sentence Frames:
>> ○ "The word '_____' literally means _____, but its connotation suggests _____. This connotation creates a tone of _____, which reveals that the speaker feels _____."

| **Lesson 3: Intro to Poetry – Distinguish between literal and figurative meanings** | **Date:** |
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| **Skill / Objective** | **Notes for Intellectual Preparation & Lesson Planning** | **Lesson Look Fors** |
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| **5.A –** Distinguish between literal and figurative meanings of words and phrases.<br><br>**Obj. – SWBAT** analyze how Browning uses figurative language in "My Heart and I", distinguishing between literal and figurative meanings to understand the speaker's deeper emotional and psychological state.<br><br>**Vocabulary**<br>Metaphor<br>Simile<br>Hyperbole<br>Personification<br>Imagery | **Goal of this lesson:** Figurative language, such as metaphors and hyperboles, is used to convey complex emotions, ideas, and nuances that go beyond the literal meaning of words. Help students understand how figurative language enhances the depth and emotional impact of a text.<br><br>**Lesson Cycle:**<br>☐ **DN:** Figurative Language in Music – use trending song lyrics to help students 1) understand figurative language is in their everyday lives 2) scaffold the students understand of what figurative language is. Then, have students create their own.<br>☐ **M: Mini-Lesson** Review figurative language – Key terms: metaphor, simile, personification<br>☐ **GP:** In groups, analyze stanzas to identify literal vs. figurative meanings and figurative language devices.<br>☐ **IP/ET: Prompt:** Choose a phrase from My Heart and I where Browning uses figurative language to convey the speaker's emotional perspective. Explain both the literal and figurative meanings of the phrase, and analyze how this figurative language deepens our understanding of the speaker's state of mind.<br>▪ Body Paragraph structure practice | Teachers:<br>☐ Definitions and examples accessible of metaphor, simile, personification, imagery<br>☐ Crafted paragraph structure template for student support.<br>☐ Crafted sentence frames for student support.<br>Students:<br>☐ Identify a metaphor, simile, personification, imagery<br>☐ Explain why it's figurative language.<br>☐ Respond to **how** figurative language enhances the emotional impact. |
| | **Special Pops Tips** | |
| | ➤ Visual and Audio Aids: Incorporate videos or recordings that explain figurative language concepts in engaging ways. | |

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| **Lesson 4: Intro to Poetry – Meter, Form, Rhyme and Sound** | **Date:** |
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| **Skill / Objective** | **Notes for Intellectual Preparation & Lesson Planning** | **Lesson Look Fors** |
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| Skill / Objective | Notes for Intellectual Preparation & Lesson Planning | Lesson Look Fors |
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| **5.B** – Explain the function of specific words and phrases in a text.<br><br>**Obj. – SWBAT** analyze how A. E. Housman uses rhyme, alliteration, repetition, and meter in "To an Athlete Dying Young" to enhance the poem's themes and emotional impact.<br><br>**Vocabulary**<br>Rhyme Scheme<br>Alliteration<br>Repetition<br>Meter | **Goal of this lesson:** Identification and explanation of the basic function of at least one sound device (rhyme, alliteration, repetition, or meter) in a poem and how it contributes to the poem's overall rhythm or mood.<br><br>**Lesson Cycle:**<br>☐ **DN:** Short warm-up activity to identify examples of rhyme, alliteration, and repetition in two lines of a simpler poem (e.g., nursery rhymes).<br>☐ **M:** Provide direct instruction on the poem "To An Athlete Dying Young" by A.E. Housman's (Chapter 4, page 116) structure, focusing on:<br>　▪ Rhyme Scheme: AABB<br>　▪ Alliteration: Identify examples of alliteration<br>　▪ Repetition: Point out repeated words or phrases<br>　▪ Meter: iambic tetrameter<br>☐ **GP:** Divide students into small groups and assign each group one stanza of the poem to annotate for rhyme scheme, alliteration, repetition, and meter. Present findings to class.<br>☐ **IP:** Students write one sentence explaining how Housman's use of rhyme or meter affects the poem's tone or mood.<br>☐ **ET:** Multiple-choice questions focusing on analysis of explaining the function of specific words and phrases in a text. | Teachers:<br>☐ Anchor charts or handouts with definitions and examples of sound devices (rhyme, alliteration, repetition, meter).<br>☐ Model how to identify and annotate sound devices<br>☐ Prompt students to explain how the identified sound devices contribute to the poem's rhythm or mood.<br>Students:<br>☐ Actively annotating the poem, underlining or marking examples of rhyme, alliteration, repetition, and meter.<br>☐ Use terminology from the anchor charts (e.g., "rhyme," "alliteration")<br>☐ Use specific textual evidence to support their analysis. |

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**Special Pops Tips**

➢ Visual and Audio Aids: Incorporate videos or recordings that explain sound devices.
　o The pleasure of poetic pattern – David Silverstein (TED-Ed)

| Lesson 5: Intro to Poetry – Imagery | Date: |
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| Skill / Objective | Notes for Intellectual Preparation & Lesson Planning | Lesson Look Fors |
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| **5.D** – Identify and explain the function of an image or imagery. | **Goal of this lesson:** Students must be able to identify at least one instance of imagery in "To an Athlete Dying Young" and explain how this imagery enhances the poem's theme of the fleeting nature of glory or the finality of death.<br><br>**Lesson Cycle:** | Teachers:<br>☐ anchor chart or handout defining imagery and theme<br>☐ model drawing of imagery |

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| **Obj. – SWBAT** identify and analyze the imagery used in "To an Athlete Dying Young" and explain how it enhances the poem's themes. | ☐ **DN:** Analyze video/image. What feelings or ideas does it evoke?<br>☐ **M:** Revisit the poem "To An Athlete Dying Young" by A.E. Housman's (Chapter 4, page 116) Model process of identifying imagery in the first stanza. Draw simple visual representation and discuss the effect of the poem's themes (e.g., victory, honor).<br>　■ Define Theme and scaffold prior knowledge to help students identify themes in the poem.<br>☐ **GP:** Divide students into small groups. Each group will section the remainder of the poem as the beginning, middle, or end and:<br>　1. Identify imagery in each section.<br>　2. Create a visual representation of the imagery of each section, organizing it in a way that reflects the progression of the poem (e.g., a timeline or storyboard).<br>☐ **IP/ET:** Students will write a structured body paragraph analyzing how imagery in their section of the poem enhances the theme. | ☐ visual aids, such as drawings or diagrams, to illustrate how imagery progresses through the poem<br>Students:<br>☐ drawings reflect scenes or symbols<br>☐ visual representations are organized in a way that reflects the poem's progression (beginning, middle, end). |
| **Vocabulary**<br>Imagery<br>Theme | | |

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**Special Pops Tips**

➢ **Word banks:** Include descriptive adjectives for feelings (e.g., triumphant, somber, proud, sorrowful) and sensory words (e.g., cheering, wreath, marble).
➢ **Pre-selected images** to choose from and then organize based on the reading of the poem. (such as creating a puzzle and students organizes based on meaning)
➢ **Sentence stems:** "In the image, I see ___. This makes me feel ___ because ___."

| Lesson 6: Intro to Poetry – Function of Metaphors | Date: |
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| Skill / Objective | Notes for Intellectual Preparation & Lesson Planning | Lesson Look Fors |
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| **6.B –** Identify and explain the function of a metaphor.<br><br>**Obj. – SWBAT** identify and analyze the metaphors used in *To an Athlete Dying Young* and explain how they enhance the poem's themes of glory, mortality, and the passage of time.<br><br>**Vocabulary** | **Goal of this lesson:** Students must be able to identify at least one metaphor in *To an Athlete Dying Young* and explain how it enhances the poem's themes of glory, mortality, or the passage of time then examine how Housman develops an extended metaphor/conceit comparing athletic victory to death, and how this shapes the reader's understanding of the speaker's message.<br><br>**Lesson Cycle:**<br>**Do Now:**<br>☐ Display a simple metaphor ("Life is a marathon, not a sprint").<br>　○ *What two things are being compared? What is the author suggesting?*<br>☐ Mini Lesson: Introduce **metaphor**, **extended metaphor**, and **conceit**.<br>　○ Sample Videos:<br>　　■ The Art of the Metaphor (TedEd) 5:38<br>　　■ "What is a Metaphor" (Oregon State University – *mature audience*) | Teachers:<br>☐ Anchor chart or handout defining metaphor, extended metaphor, and conceit.<br>☐ Model identification and annotation of metaphor in text.<br>☐ Visual aids showing literal vs. figurative meaning.<br>Students:<br>☐ Accurately identify metaphors.<br>☐ Explain how each metaphor contributes to the extended metaphor/conceit and supports the theme. |

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| ☐ Metaphor<br>☐ Conceit | **We Do – Guided Practice**<br>☐ Discuss what an **extended metaphor/conceit** is.<br>    o Build a side-by-side chart on the board:<br>**You Do Together – Collaborative Practice**<br>☐ Assign each group a stanza.<br>☐ Tasks:<br>    1. Identify all metaphors in the stanza.<br>    2. Write literal vs. figurative meaning.<br>    3. Connect each to the extended metaphor of victory/funeral.<br>    4. Add examples to a shared class chart or two-column visual.<br>**You Do Independently – Application & Assessment**<br>☐ Prompt: Choose one metaphor from your group's section and explain how it connects to the extended metaphor/conceit. Then, explain how this deepens the poem's theme.<br>☐ Sentence stem: In the line "_____," Housman uses a metaphor comparing _____ to _____. This connects to the extended metaphor of _____, which deepens the theme by showing _____. | **Know**        **Do** |

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| | ➢ **Word banks**: Literal terms (race, victory, death, honor) and figurative terms (threshold, laurel, road).<br>➢ **Pre-highlighted metaphors** in text.<br>➢ **Graphic organizer**: Metaphor \| Literal Meaning \| Figurative Meaning \| Theme Connection.<br>➢ **Paired visuals**: Literal image vs. figurative meaning.<br>➢ **Sentence stems** to scaffold writing. | |

| Lesson 7: Intro to Poetry – Function of Structure | | Date: |
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| Skill / Objective | Notes for Intellectual Preparation & Lesson Planning | Lesson Look Fors |
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| **3.C** – Explain the function of structure in a text.<br><br>**Obj. – SWBAT** explain how the structure of Derek Walcott's *XIV* shapes meaning by guiding the progression from setting to memory and legacy.<br><br>**Vocabulary** | **Goal of this lesson:** Understand how Walcott structures the poem — twisting road → arrival → memory → legacy — to mirror the act of remembering.<br><br>**Lesson Cycle:**<br>☐ **DN:** Quick-write: Structure with Lewis Carroll's "The Mouse's Tale" – What do you notice about the shape before you even read?<br>☐ **M:** Teacher models close reading of Derek Walcott's *XIV*, showing how imagery of the road and movement of lines replicate memory's winding process.<br>    o Mini Lesson: Syntax What is Syntax in Grammar, Oregon State University<br>    o Mini Lesson: Enjambment What is Enjambment, Oregon State University<br>    o Sentence by sentence (9 total) analyze for syntax, enjambment, shifts | Teachers:<br>☐ Model how to annotate structural shifts<br>☐ Prompt students to link form to theme<br>☐ Visual examples of enjambment<br>Students:<br>☐ Mark structural shifts<br>☐ use vocabulary (enjambment, shift) to describe the shifts<br>☐ connect choices to meaning |

| Structure Enjambment Shift Syntax | ☐ **GP:** In pairs or groups, students annotate for where the poem sentence maps, enjambment, and shifts (landscape → Sidone's house → memory → reflection). Share out.<br>☐ **ET:** One-sentence claim: "How does Walcott's structure reflect the transition from physical setting into memory and legacy? *"The structure of Walcott's poem functions to ___ by ___."* | | |
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| | ☐ Use a visual organizer (timeline of the poem's shifts) to support comprehension. | | |

## Lesson 8: Intro to Poetry – Characters in Poetry — Date:

| Skill / Objective | Notes for Intellectual Preparation & Lesson Planning | Lesson Look Fors |
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| **1.A –** Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motive.<br><br>**Obj. – SWBAT** analyze how Walcott's details reveal the woman's (Sidone's) character, her perspective, and her motives as remembered by the speaker.<br><br>**Vocabulary**<br>Character<br>Speaker<br>Persona | **Goal of this lesson:** Students will analyze how Walcott's textual details reveal Sidone's character, perspective, and motives, while distinguishing between character, speaker, and persona in poetry.<br><br>**Lesson Cycle:**<br>**Do Now**<br>☐ Prompt: Think of a family member or mentor. What is one specific detail (an action, habit, or expression) that reveals who they are as a person?<br>**Focused Instruction**<br>☐ Mini-Lesson: Character vs. Speaker vs. Persona<br>    ○ Anchor chart with three columns:<br>        ▪ Character = figures described in the text (Sidone).<br>        ▪ Speaker = the narrative voice (the boy/narrator).<br>        ▪ Persona = an adopted voice not the poet's own.<br>**Guided Practice**<br>☐ Students work with a chart to identify details about Sidone and interpret what they reveal.<br>**Independent Practice**<br>☐ **Prompt**: Choose one detail about Sidone from the poem. Write a short paragraph explaining what it reveals about her character, her perspective, or her motives. | Teachers:<br>☐ Provides explicit modeling with textual evidence.<br>☐ Clarifies the distinction between character, speaker, and persona.<br>☐ Facilitates student discussion using probing questions about details.<br>Students:<br>☐ Accurately identify textual details about Sidone.<br>☐ Explain what those details reveal about her character, perspective, or motives.<br>☐ Use sentence stems or structured responses to connect detail → interpretation. |
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| | ● Sentence Stems & Frames: e.g., *"This detail shows Sidone is ____ because ____."*<br>● Scaffolded Graphic Organizer: Use a 3-column chart (Detail → What it reveals → Perspective/Motive) with one example pre-filled as a model. | |

| Lesson 9: Intro to Poetry – Function of Similes, Metaphors, & Personification | | Date: |
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| **Skill / Objective** | **Notes for Intellectual Preparation & Lesson Planning** | **Lesson Look Fors** |

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| **6.A** – Identify and explain the function of a simile.<br><br>**6.B** – Identify and explain the function of a metaphor.<br><br>**6.C** – Identify and explain the function of personification.<br><br>**Obj. – SWBAT** analyze how Walcott's use of simile, metaphor, and personification conveys the significance of the speaker's recollection in *XIV*. | **Goal of this lesson:** Students will work collaboratively to analyze one assigned figurative language technique (simile, metaphor, or personification) from *XIV*, explain how it conveys the significance of the speaker's recollection, and share findings so the class builds a complete understanding of how these devices function in the poem.<br><br>**Lesson Cycle:**<br>☐ **Do Now** – Unpacking an AP Lit Poetry Prompt (turn the prompt into questions)<br>☐ **Focused Instruction** - Review three key devices and definitions:<br>　○ **Simile:** Direct comparison using *like* or *as*.<br>　○ **Metaphor:** Implied comparison without *like* or *as*.<br>　○ **Personification:** Giving human qualities to nonhuman things.<br>☐ Model a **Claim–Evidence–Commentary paragraph** linking to the 2015 Q1 prompt.<br>☐ **Guided Practice – Jigsaw** Divide class into 3 groups:<br>　○ Group 1 → Simile<br>　○ Group 2 → Metaphor<br>　○ Group 3 → Personification<br>☐ Groups write a **Claim–Evidence–Commentary paragraph** explaining how their device conveys the significance of the speaker's recollection.<br>☐ **Gallery Walk / Share Out**<br>　○ Groups post their paragraphs or present findings.<br>　○ Whole-class discussion: How do these devices work together to convey the significance of the memory?<br>☐ **Independent Practice** Prompt: Which figurative language device do you think was most effective in conveying the significance of the speaker's recollection? Defend your choice in 3–4 sentences. | Teachers:<br>☐ Clearly define simile, metaphor, and personification with examples from *XIV*.<br>☐ Model a Claim–Evidence–Commentary paragraph to show expectations.<br>☐ Assign groups strategically and circulate to check for accurate identification of devices.<br>Students:<br>☐ Accurately locate examples of their assigned device<br>☐ Collaborate to write a Claim–Evidence–Commentary paragraph<br>☐ Use textual evidence and explain meaning. |
| **Vocabulary** (above section continues) | | |
| Simile<br>Metaphor<br>Personification | | |

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| **Special Pops Tips** | |
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| ☐ Provide **sentence stems**:<br>　○ "Walcott's use of [device] shows… because…"<br>　○ "For example, he writes, '___,' which reveals…"<br>　○ "This is significant because…"<br>☐ Use **color-coded handout**: similes in blue, metaphors in green, personification in gold.<br>☐ Give each group a **filled-in sample paragraph** for one device as a model. | |

| Lesson 10: Intro to Poetry – Function of Contrasts | | Date: |
|---|---|---|
| **Skill / Objective** | **Notes for Intellectual Preparation & Lesson Planning** | **Lesson Look Fors** |

| Skill / Objective | Notes for Intellectual Preparation & Lesson Planning | Lesson Look Fors |
|---|---|---|
| **3.D** – Explain the function of contrasts within a text.<br><br>**Obj. – SWBAT** explain how Philip Larkin uses contrasts—supported by juxtaposition and shifts—to shape meaning and tone in *Here*.<br><br><mark>**Vocabulary**</mark><br>Contrast<br>Juxtaposition<br>Shift<br>Tone | **Goal of this lesson:** Students will identify and analyze multiple contrasts in *Here*, describe how juxtaposition and shifts emphasize those contrasts, and explain how the contrasts shape the poem's meaning, tone, and thematic message.<br><br>**Lesson Cycle:**<br>☐ **Do Now** – Show two photos (industrial port vs. isolated coastline). Students list sensory details and emotions for each. Quick share-out.<br>☐ **Model: Mini-Lesson Vocabulary** – Introduce contrast, juxtaposition, shift (anchor chart with definitions, AP Lit connection, and examples).<br>   ○ Optional: "What is Juxtaposition?" Oregon State University<br>☐ **Guided Practice**:<br>   ○ Annotate first 8 lines of *Here*, labeling one contrast, one juxtaposition, and one shift, then explain the function.<br>   ○ Two short excerpts; identify contrast, juxtaposition, and shift.<br>☐ **Collaborative/Independent Practice** – Complete Contrast Analysis Chart for the whole poem (contrast pairs, evidence, tone effect, function).<br>☐ **Exit Ticket** – Multiple Choice questions<br><br><mark>**Special Pops Tips**</mark><br><br>➢ Provide anchor chart and visual examples for vocabulary.<br>➢ Use color coding for contrasts (urban imagery = one color, rural imagery = another).<br>➢ Provide sentence stems for function:<br>   ○ The contrast between ___ and ___ emphasizes…<br>   ○ By juxtaposing ___ with ___, the poet… | Teachers:<br>☐ Explicitly teaching and modeling vocabulary (contrast, juxtaposition, shift).<br>☐ Using think-aloud annotation to connect evidence to function.<br>☐ Circulating and prompting deeper reasoning during partner work.<br>Students:<br>☐ Annotating contrasts with vocabulary labels.<br>☐ Completing the analysis chart with evidence and function statements.<br><br>| <mark>Know</mark> | <mark>Do</mark> |<br>\|---\|---\| |

| Lesson 11: Intro to Poetry – Speaker's Perspective | | Date: |
|---|---|---|
| **Skill / Objective** | **Notes for Intellectual Preparation & Lesson Planning** | **Lesson Look Fors** |
| **4.C –** Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.<br><br>**Obj. – SWBAT** analyze how Philip Larkin's use of specific details, diction, and syntax conveys the speaker's complex perspective toward both | **Goal of this lesson:** Students will identify Larkin's diction, details, and syntax choices in "Here" and explain how they reveal the speaker's nuanced perspective on place, people, and solitude.<br><br>**Lesson Cycle:**<br>☐ **Do Now** – **Display two short descriptions** of the *same* scene, written with different diction and syntax. What is the speaker's attitude… What specific words or sentence patterns made you think that? Quick share-out.<br>☐ **Mini-Lesson Vocabulary** – Define diction, syntax, details, and perspective (anchor chart with examples from a simple non-poetic text).<br>   ○ Revisit Video Pairings from Oregon State Guide to Fiction as an option | Teachers:<br>☐ Modeling identification of diction, details, and syntax tied to perspective.<br>☐ Pushing students to connect evidence directly to perspective in discussion.<br>☐ Providing feedback on precision of tone/perspective language.<br>Students: |

| urban life and rural solitude in *Here*. | ☐ **Teacher Modeling** – <br> ☐ Read aloud stanza 2 of *Here*. <br>    o Highlight diction that signals attitude ("cheap suits," "stealing flat-faced trolleys," "desires"). <br>    o Point out syntax patterns (long, flowing sentences for description vs. shorter phrases for sharp critique). <br>    o **Think-aloud:** *The diction here is plain and concrete, suggesting the speaker's realistic, maybe critical, view of consumer life.* | ☐ Annotating diction, details, and syntax with accuracy. <br> ☐ Explaining how each choice reveals the speaker's view. <br> ☐ Using precise tone words in discussion and writing. |
|---|---|---|

**Vocabulary**

Diction
Syntax
Perspective
Details
Attitude
Tone

☐ **Guided Practice** – In small groups, students analyze an assigned stanza:
   o Identify 3–4 key details.
   o Highlight diction that shapes tone.
   o Mark syntax patterns (sentence length, punctuation, enjambment).
   o Discuss: *What does this reveal about the speaker's perspective?*
   o Record in Perspective Analysis Chart.

| Know | Do |
|---|---|
| | |

**Special Pops Tips**

➢ Pre-highlight text for ELLs to locate key words/phrases more easily.
➢ Provide tone adjective bank (e.g., wistful, critical, admiring, detached).
➢ Use color coding: one color for diction, one for syntax, one for details.

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**Lesson 12: Intro to Poetry – Analyzing Writing for Thesis, Evidence, and Commentary**  Date:

| Skill / Objective | Notes for Intellectual Preparation & Lesson Planning | Lesson Look Fors |
|---|---|---|
| **7.B** – Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. <br><br> **7.A** – Develop a paragraph that includes 1) a claim that requires defense with evidence from the text 2) the evidence itself. | **Goal of this lesson:** Students will accurately score a sample AP Lit essay for Row A and Row B and justify their scoring decisions with rubric-based language. <br><br> **Lesson Cycle:** <br> ☐ **Do Now** – Unpacking an AP Lit Poetry Prompt (turn the prompt into questions) <br>    o Display two thesis statements responding to the same prompt (one defensible, one vague). Students decide which is stronger and why. Quick share-out. <br> ☐ **Modeling:** Rubric Review <br>    o Project Row A and Row B descriptors from the AP Lit rubric. <br>    o Highlight key language: "responds to the prompt with a defensible thesis," "commentary that explains the relationship between evidence and thesis," "sufficient, specific evidence." | Teachers: <br> ☐ Referencing the rubric language explicitly while scoring. <br> ☐ Modeling how to distinguish between evidence and commentary. <br> ☐ Checking that students' justifications use rubric terms. <br> Students: <br> ☐ Correctly identifying thesis and commentary. |

| Skill / Objective | Notes for Intellectual Preparation & Lesson Planning | Lesson Look Fors |
|---|---|---|
| **Obj. – SWBAT** unpack a sample AP Lit essay, evaluate its thesis and evidence/commentary using the AP rubric, and explain how well it meets Row A and Row B criteria. | ○ Clarify scoring ranges for each row.<br>☐ **Guided Practice** –<br>　○ Read the prompt for *Here*.<br>　○ Show a sample student essay (can be College Board released sample or teacher-created).<br>　○ Highlight the thesis → Think-aloud: *Does this answer the prompt? Is it defensible?* Score Row A.<br>☐ **Collaborative Practice**: In groups, students read the rest of the sample essay.<br>　○ Read first body paragraph → Highlight evidence & commentary → Score Row B. Explain reasoning referencing rubric wording.<br>　○ Groups assign Row A and Row B scores. | ☐ Using AP rubric language in scoring justifications.<br>☐ Making connections between evidence, commentary, and the thesis. |

Thesis
Line of Reasoning
Commentary
Evidence

| Know | Do |
|---|---|
|  |  |

**Special Pops Tips**

➤ Provide rubric language on a student-friendly **Row A / Row B checklist**.
➤ Color code: thesis (blue), evidence (green), commentary (pink)

| Lesson 13: Intro to Poetry – Universal Themes | | Date: |
|---|---|---|

| Skill / Objective | Notes for Intellectual Preparation & Lesson Planning | Lesson Look Fors |
|---|---|---|
| **7.B –** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.<br><br>**Obj. – SWBAT** identify universal themes in poems from the unit, connect them to the human condition, and craft a thesis statement that demonstrates thematic complexity. | **Goal of this lesson:** Students will learn to distinguish between theme and moral, identify universal themes (and phrase them as complex questions) in multiple poems, and link these themes to poetic techniques through thesis writing.<br><br>**Lesson Cycle:**<br>☐ **Do Now** – Show an image with symbolic potential. Connect to *symbolism* as a way poets suggest a theme.<br>☐ **Mini-Lesson** – Watch the theme video. "What is a Theme in Literature" Oregon State University. Students take notes. Discuss how themes reflect the human condition.<br>　○ Review College Board's stable wording prompt, highlighting the call for "complex and specific" thematic analysis.<br>☐ **Group Work** – Use the pre-filled **Poem-by-Poem Theme Chart** (theme + complex question already done). Groups add textual details and poetic techniques for one poem.<br>☐ **Gallery Walk** – Groups post charts, students circulate and add notes for other poems.<br>☐ **Independent Practice/Exit Ticket** – Students choose one poem and write a thesis using the stable wording frame. | Teachers:<br>☐ Explicitly model how to turn a theme into a complex question.<br>☐ Prompt students to connect textual evidence to the human condition.<br>☐ Check in with each group during gallery walk for accuracy and depth.<br>Students:<br>☐ Identify themes that are broad yet grounded in text.<br>☐ Use the College Board frame to write complex, defensible thesis statements.<br>☐ Engage in collaborative discussion and adding to peers' charts. |

Theme
Symbols

| Know | Do |
|---|---|

➢ Provide sentence frames for thesis writing.
➢ Offer visual aids for symbolism.
➢ Assign roles in group work (recorder, presenter, timekeeper).

| Day 14 – SUGGESTED TEST DAY | | Date: |
|---|---|---|

| Skill / Objective | Notes for Intellectual Preparation & Lesson Planning | Lesson Look Fors |
|---|---|---|
| *Refer to Assessment Companion for skills assessed in the unit exam.*<br><br>**Obj. –** SWBAT complete assessment of Unit 2 by answering multiple choice questions and responding to a Poetry Analysis FRQ.<br><br>**Vocabulary** | **Goal of this lesson:** Complete Unit 2 Exam in a timed constraint setting.<br><br>**Lesson Cycle:**<br>☐ (DN): Have students use tech to log in to District Testing Platform (Edcite). Issue codes. Ensure you highlight instructions.<br> ▪ Exam 2 consists of 13 questions in 15 minutes.<br> ▪ Students will pause before continuing to essay until **15 minute** timer is up.<br> ▪ Then, direct students to spend **25-30 minutes** responding to the FRQ. **Note:** The time frame on the actual AP Exam is 55 questions in 1 hour and 40 minutes per each FRQ. This exam is 15 min and then 25-30 minutes to ensure assessing target skills to help develop foundation for timed writing setting. Each student should be encouraged to at minimum attempt to unpack the prompt and aim to score a **1-2-0.** Thesis, Body Paragraph. Discourage students from refusing to write.<br>☐ (IP): Students take exam.<br><br>TEACHER INCENTIVE ALLOTMENT | Teachers:<br>☐ Positions themselves in the classroom in a way they can observe students on their computer screens<br>☐ Circles room to ensure students are on task<br>Students:<br>☐ Screen to Scratch notes for annotating passage from screen.<br>☐ Outline notes of thoughts for responding to the prompt. |
|  |  | **Know** / **Do** |
|  | **Special Pops Tips**<br><br>➢ Adhere to student's Individual Educational Plans for Assessments. (IEP)<br>➢ Adjust timing based on classroom observation |  |

| Day 15 – SUGGESTED AP SUCCESS DAY – Review: Unpacking Tested Prompt | | Date: |
|---|---|---|

| Skill / Objective | Notes for Intellectual Preparation & Lesson Planning | Lesson Look Fors |
|---|---|---|
| **4.C -** Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. | **Goal of this lesson:** Model unpacking an AP English Literature Poetry Analysis prompt by practicing identifying the function of literary techniques.<br><br>**Lesson Cycle:** | Teachers:<br>☐ Models breaking down prompt and pulling information |

| Skill / Objective | Notes for Intellectual Preparation & Lesson Planning | Lesson Look Fors |
|---|---|---|
| **7.B** – Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.<br><br>**Obj. – SWBAT** Students will analyze *The Myth of Music* for meaning and the function of literary techniques, then draft a defensible thesis statement responding to the AP prompt.<br><br><span style="background:yellow">**Vocabulary**</span> | ☐ **Do Now:** Quick review: Prompt Deconstruction – Turn the prompt into questions. (When students create a list of questions being asked – even if not directly needing answers – it is easier for them to focus on their interpretations)<br>   ■ Quickwrite: Identify the task, techniques mentioned (imagery, form, tone), and the relationship in focus (music ↔ family memories).<br>☐ **Focused Instruction** – Reading for Meaning & Technique<br>   ■ Read aloud for sound and flow.<br>   ■ Annotate for literal meaning first, then highlight techniques (imagery, tone shifts, form, metaphor, etc.) and their functions.<br>   ■ Model one example on doc cam.<br>☐ **Guided Practice** – Technique Function Chart<br>   ■ Pairs find 3 techniques, note meaning + function in shaping the music/family relationship.<br>☐ **Independent Practice (15 min)** – Thesis Statement Drafting<br>   ■ Use sentence frames to connect technique → function → relationship.<br>☐ **Exit Ticket:** Scoring Sample Thesis Statements | provided by College Board to help with comprehension.<br>Students:<br>☐ Chunk and break down poetry structure<br>☐ Identify literary techniques |

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<tr><td></td><td><span style="background:yellow">**Know**</span></td><td><span style="background:yellow">**Do**</span></td></tr>
<tr><td><span style="background:yellow">**Special Pops Tips**</span></td><td></td><td></td></tr>
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| <span style="background:#c0562a;color:white">Day 16 – SUGGESTED AP SUCCESS DAY – Review: Responding to Prompt</span> | | <span style="background:#c0562a;color:white">Date:</span> |
|---|---|---|
| <span style="background:#2e75b6;color:white">**Skill / Objective**</span> | <span style="background:#2e75b6;color:white">**Notes for Intellectual Preparation & Lesson Planning**</span> | <span style="background:#2e75b6;color:white">**Lesson Look Fors**</span> |
| **6.B** – Identify and explain the function of a metaphor.<br><br>**7.A** – Develop a paragraph that includes 1) a claim that requires a defense with evidence from the text and 2) the evidence itself. | <u>**Goal of this lesson:**</u> Develop a paragraph that includes a claim that requires a defense with evidence from the text and the evidence itself.<br><br><u>**Lesson Cycle:**</u><br>☐ **Do Now (5 min)** – Metaphor Warm-Up<br>   ■ Example sentence: "Music is the glue that holds my family together."<br>   ■ Identify literal meaning vs. figurative meaning; what does it reveal about family bonds?<br>☐ **Focused Instruction (15 min)** – Metaphor Analysis Model | Teachers:<br>☐ Identifies literary elements and defines them with samples from the reading<br>☐ Explains effect the literary elements are having on the reader to interpret<br>Students: |

| Obj. – SWBAT Students will explain the function of metaphor in *The Myth of Music* and write body paragraphs that support their thesis with textual evidence, creating a clear line of reasoning. | <ul><li>Model with "If music can be passed on / like brown eyes or a strong / left hook" → literal meaning, figurative meaning, function in poem.</li><li>Show how this could become evidence + commentary in a paragraph.</li></ul>☐ **Guided Practice (15 min)** – Metaphor Function Mapping<ul><li>Pairs find 1–2 metaphors in the poem, determine literal meaning, figurative meaning, and thematic function.</li><li>Share one example per group for class notes.</li></ul>☐ **Independent Practice (15 min)** – Body Paragraph Drafting<ul><li>Students expand their Day 1 thesis into at least one body paragraph:<br>1. Topic sentence connected to thesis.<br>2. Evidence: Quoted metaphor from the poem.<br>3. Commentary: Explain metaphor's function and how it supports thesis (line of reasoning).</li></ul>☐ **Exit Ticket:** Collected body paragraph + Day 1 thesis for feedback on alignment and reasoning.<br><br>☐ **OPTIONAL: Class Companion AI Tutor Assignment.**<br>1. Have students revise and edit their original writing and use the AI assistant to help them write a defensible thesis and body paragraphs<br>2. Note: This assignment only focuses on Row A and Row B of the rubrics.<br>*"Myth of Music"* **Class Companion Assignment** | ☐ Uses sample wording that lead to writing a claim.<br>☐ Use sample wording that identify "specific" words from the text that support the claim |

| **Vocabulary** | | |

| | | **Know** | **Do** |

| **Special Pops Tips** | |
| ➢ | |

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| **Day 17 – FLEX DAY – Review: Multiple Choice UE2 Data** | | **Date:** |
| --- | --- | --- |
| **Skill / Objective** | **Notes for Intellectual Preparation & Lesson Planning** | **Lesson Look Fors** |
| *Refer to Assessment Companion for skills assessed in the unit exam.*<br><br>**Obj. – SWBAT** understand the reasoning behind missed multiple-choice questions by analyzing incorrect | **Goal of this lesson:** Allowing students to analyze and reason behind correct and incorrect answer choices in an AP English Literature multiple-choice passage. Second-chance scoring is also an opportunity for students to practice reasoning in the way they respond to texts.<br><br>**Lesson Cycle:**<br>☐ (DN): Have students quickly review their previous quiz results and mark the questions they missed.<br>☐ (GP): **Review the Second-Chance Scoring Process**: | Teachers:<br>☐ Data wall of highest missed questions or skill from unit exam<br>☐ Vocabulary wall from answer choices that were seen as challenging<br>Students:<br>☐ Justifications for answer choices |

| answers and justifying the correct answer choices. | ■ **Revisiting Missed Questions** – Explain the process of second-chance scoring: students will analyze the questions they missed, identify the correct answer, and justify why the right answer is correct based on the passage and question wording. <br> ■ **Textual Evidence** – Teach students to refer back to specific lines, phrases, or words in the text that support the correct answer. <br> ☐ (IP): Students will work independently or in groups to complete their justifications for all missed questions. They should fully explain why the correct answer is right and the incorrect answers are wrong. | ☐ Cite specific lines, words, or phrases from the passage in justifications |
|---|---|---|

| **Vocabulary** | | |
|---|---|---|

| | | Know | Do |
|---|---|---|---|

| | **Special Pops Tips** | | |
|---|---|---|---|
| | ➢ | | |

## Day 18 – FLEX DAY – Teacher Choice / Data Driven — Date:

| **Skill / Objective** | **Notes for Intellectual Preparation & Lesson Planning** | **Lesson Look Fors** |
|---|---|---|
| | **Goal of this lesson:** <br><br> **Lesson Cycle:** <br> ☐ | Teachers: <br> ☐ <br> Students: <br> ☐ <br> ☐ |

| **Vocabulary** | | |
|---|---|---|

| | | Know | Do |
|---|---|---|---|

| | **Special Pops Tips** | | |
|---|---|---|---|
| | ➢ | | |