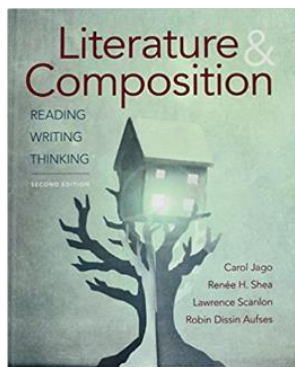


Core Text / Materials



Please ensure you obtain the following:

- ☐ *Literature & Composition*, 2nd Edition – (Teacher Edition)
- ☐ *Literature & Composition*, 2nd Edition – (Student Edition: class set)
- ☐ Bedford app on Clever for book online access
- ☐ AP Classroom Access
 - You can sign in or sign up here.
 - Identify your AP Coordinator on campus and obtain course audit approval.
- ☐ Unit/Model Internalization Guide
- ☐ AP English Literature Course and Exam Description, Fall 2020
- ☐ 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

Notes

Unit 3 focuses on the play, "Fences" by August Wilson (1985), exploring the development of characters, conflicts, and plots and how these relate and contribute to the representation of values. By studying a longer literary work, students have an opportunity to analyze character and how multiple literary elements contribute to the development of character. In this unit, students build their ability to analyze how characters' incompatible perspectives and motives contribute to conflict. Understanding these relationships allows students to develop interpretations about them. Students will continue to practice writing and learn to develop a thesis statement about an overarching interpretation of the text. Students will then organize the various claim and evidence paragraphs to follow a line of reasoning, enriching those paragraphs with commentary that consistently explains how each specific paragraph—and specific evidence within each paragraph—relates to the argument as a whole. This development of a full essay becomes the focus of this unit and all subsequent units of the course.

Big Ideas/Skills Categories

Enduring Understanding	Skills	Essential Knowledge
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.
	1.B Explain the function of a character changing or remaining unchanged.	CHR-1.M Character changes can be visible and external, such as changes to health or wealth, or can be internal, psychological, or emotional changes; external changes can lead to internal changes, and vice versa.

	1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.	CHR-1.W A character's competing, conflicting, or inconsistent choices or actions contribute to complexity in a text.
SET: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.	2.A Identify and describe specific textual details that convey or reveal a setting.	SET-1.B Setting includes the social, cultural, and historical situation during which the events of the text occur.
	2.B Explain the function of setting in a narrative.	SET-1.F Settings may be contrasted in order to establish a conflict of values or ideas associated with those settings.
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.B Explain the function of a particular sequence of events in a plot.	STR-1.C Plot and the exposition that accompanies it focus readers' attention on the parts of the narrative that matter most to its development, including characters, their relationships, and their roles in the narrative, as well as setting and the relationship between characters and setting.
	3.E Explain the function of a significant event or related set of significant events in a plot.	STR-1.M The significance of an event depends on its relationship to the narrative, the conflict, and the development of characters.
	3.F Explain the function conflict in a text.	STR-1.N Conflict is tension between competing values either within a character, known as internal or psychological conflict, or with outside forces that obstruct a character in some way, known as external conflict.
NAR: A narrator's or speaker's perspective controls the details and 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, representation, and associations shift meaning from the literal to the figurative and invite readers to interpret 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.AG Ambiguity allows for different readings and understandings of a text by different readers.
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.
	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning and the thesis.	LAN-1.G A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.

	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.
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Roadmap				
Lesson	Skill / Objective	Instructional Notes	Vocabulary	Resources
1	Skill 2.B – Explain the function of setting in a narrative.	Exploring August Wilson and the Time Period of “Fences” Literature and Composition, page 151 - Students will understand the life and works of August Wilson, with a focus on his play “Fences.” - overview of August Wilson's life, upbringing, and career	Setting Playwright Segregation Civil Rights Movement Jim Crow Laws The Great Migration	60 Minutes archives: August Wilson
	Objective: SWBAT contextualize “Fences” within the broader historical and social context of the 1950s in America.	- Students will be able to contextualize “Fences” within the broader historical and social context of the 1950s in America. - The Civil Rights Movement and its impact. - Segregation and discrimination. - Economic challenges faced by African American families. - The role of sports, especially baseball, in the African American community during this time.		
2	Skill 2.A – Identify and describe specific textual details that convey or reveal a setting	Exploring Setting in “Fences” Literature and Composition, page 151-152 Students will develop the skill of identifying and describing specific textual details that convey or reveal a setting	Stage directions Selection of details Diction Imagery Syntax Social conflicts Atmosphere Mood	W. Eugene Smith’s Pittsburg Project – iconic photography from 1950s Pittsburg. <i>(city and time period play is set in)</i>
	Objective: SWBAT identify textual details that convey or reveal the setting in “Fences” and analyze how these details contribute to introduction of the play.	Key Questions: - How does Wilson use techniques such as selection of detail, imagery, and syntax to illuminate the social conflicts the play will address? - How does the language here help establish a setting that echoes the themes and tensions the play will explore?		
3	Skill 1.A – Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.	Exploring Characterization in August Wilson’s “Fences” Literature and Composition, Read Act I, scene 1 , pages 152-158 <i>(end when before Lyons is introduced)</i> - Students will focus on character analysis, specifically looking at textual details that reveal character traits. - Troy vs Bono - Troy vs Rose	Shift Direct characterization Indirect characterization Negro League	Negro Leagues History Fences (2016) Wrestling Death Scene Optional:

	Objective: SWBAT identify and describe specific textual details that reveal characterization of either Troy, Bono, or Rose in “Fences.”	○ Troy’s relationship with Bono ○ Troy’s relationship with Rose ▪ Bono and Lucille (minor character) • <u>Key Note:</u> Troy is perceived as a washed up athlete struggling to remain relevant in a world that has passed him by. • <u>Key Questions:</u> ○ Does Bono’s presence make Troy act out in front of Rose? ○ What does it say about Troy’s character? ○ Lines 279-371 – How does Troy’s wrestling death story reveal his character and illuminate the dynamics of his relationship with Rose?		Washed up athletes: (movie scenes for character analysis comparison / contrasts – <i>disclaimer: profanity included in some of the clips</i>) 1. The Wrestler (trailer) 2. The Wrestler (I belong there) 3. UNTOLD: Johnny Football
4	Skill 1.A – Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives. Skill 2.B – Explain the function of setting in a narrative.	Exploring Characterization and Setting in “Fences” Literature and Composition, Read Act I, scene 1 and 2, pages 158-164 • Students will analyze the characters of Troy and Lyons at the end of Scene 1 and explore how the setting contributes to their characterization. ○ Lyons (out of work musician) vs Troy (blue collar worker) ○ Troy vs Rose (lottery/numbers game perspective) ○ Troy, Rose, Gabriel (post WW2 injury and compensation) • Students will understand how the setting influences character decisions, relationships, and conflicts. • <u>Key Questions:</u> ○ How do segregation policies influence Troy’s outlook in housing, medical care, education, employment, transportation? ○ What does Rose’s perspective on the lottery reveal about her character? What does the lottery represent to Troy? ○ What is the function of Gabriel’s character in Scene 2?		

5	Skill 1.E – Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.	Exploring Character Complexity in Troy Maxson Literature and Composition, Read Act I, scene 3, pages 164-168 This lesson will delve into the various facets of Troy’s character in this scene and analyze the function of these complexities within the larger context of the play. • Troy’s Choices: forbidding football ○ Protective Father ○ Stubbornness ○ Fear of Change • Troy’s Actions: ○ Fencing the Yard ○ Seeking Control • Troy’s Speech: ○ Monologues ○ Conflicting Emotions • <u>Key Questions:</u> ○ How does Troy establish dominance in the conflict with purchasing a tv? ○ Why does Wilson reveal Troy’s own heartbreaking history with sports? Does it change a reader’s perspective on his character? ○ Is there an emotional shift in Troy? Explain.	Complexity Theme Monologue Conflict	Fences (2016) – I Ain’t Got to Like You Scene
	Objective: SWBAT analyze the character of Troy Maxson focusing on his choices, actions, and speech to understand the complexities within his character and their functions in the play.			
6	Skill 1.B – Explain the function of a character changing or remaining unchanged.	Analyzing Character Change and Constancy Literature and Composition, Read Act I, scene 4, pages 168-175 This lesson will focus on Scene 4, specifically analyzing the characters’ changes and consistencies throughout the scene. • The front porch of the Maxson house – constant ○ Time moves forward, various characters come and go, scene remains constant ○ Is there a way in which holding the entire play in one location emphasizes the change in the characters over time, since nothing else is changing? • Troy’s refusal to accept Lyon’s money – change ○ What does Troy’s rejection of Lyon’s attempt to repay him reveal about his true motivations? • Theme: Father/child relationships ○ How do characters feel about their fathers?	Theme Constant	Fences (2016) – Becoming a Man Scene
	Objective: SWBAT analyze the characters’ development and identify instances of change and constancy in “Fences,” Scene 4.			

7	Skill 4.C – Identify and describe details, diction, or syntax in a text that reveals a narrator’s or speaker’s perspective.	Analyzing Perspective in “My Father's Song” by Simon J. Ortiz Literature and Composition pages 285-286 This lesson discusses the concept of perspective in literature. A narrator or speaker’s perspective refers to their point of view, opinions, emotions, and how these are conveyed through the text. - This poem reflects on the relationship between the speaker and their father, as well as the importance of ancestral traditions and the passage of time. <u>Key Points:</u> - Structure - Imagery and symbolism - Tone and mood - Themes - Heritage and Tradition - Connection to Nature - Father-Child Relationship	Syntax Diction Theme	
	Objective: SWBAT identify and analyze details, diction (word choice), and syntax (sentence structure) in the poem “My Father's Song” to understand the narrator's or speaker's perspective and the emotions conveyed.			
8	Skill 5.B – Explain the function of specific words and phrases in a text.	Analyzing the Function of Words and Phrases in “My Father’s Song” and “Fences” Act I Literature and Composition pages 151-174 and 285-286 - Discuss how the words and phrases in “My Father’s Song” and Act I of “Fences” serve similar or different functions in conveying the theme of father-child relationships. - Exploration of Complex Relationships - Generational Divide - Fathers as a Source of Guidance - Nostalgia and Loss - Culture Identity and Heritage <u>Key question:</u> - What do the function of specific words and phrases suggest about the relationship between present and past?		
	Objective: SWBAT identify and analyze specific words and phrases in “My Father's Song” and Act I of “Fences” to understand their function in conveying the theme of father-child relationships.			
9	Skill 3.E – Explain the function of a significant event or related set of significant events in a plot.	Understanding the Significance of an Event Literature and Composition, Read Act II, scene 1, pages 175-181 Students will focus on character analysis in Troy and Rose, specifically looking at textual details that reveal character traits	Metaphor Dramatic structure Diction Tone	Fences (2016) – Somebody’s Daddy scene

	Objective: SWBAT analyze and explain the function of a significant event in Act 2, Scene 1 of “Fences,” and understand how it contributes to character development and the play’s themes.	after the significant event in the play where Troy reveals he has been having an affair with Alberta and she is pregnant. • <u>Key Questions:</u> ○ How does this event (the affair) impact the characters involved, especially Troy and Rose? (<i>other characters in this scene: Bono, Gabriel, Cory</i>) ○ What does this event reveal about Troy’s character and his relationships with his family and friends? ○ In what ways does this event connect to the larger themes of the play, such as race, dreams, and responsibility? ○ Are there any symbols or metaphors used in this scene that add depth to the event’s meaning? ○ What dramatic purpose does Gabriel’s interruption as Troy is confessing the affair serve?		
10	Skill 3.F – Explain the function of conflict in a text. Objective: SWBAT analyze the conflict between Rose and Troy in Act II, Scene 1 of “Fences,” and understand the dramatic and thematic significance of this conflict within the context of the play.	Exploring Conflict in “Fences” Act II, Scene 1 Literature and Composition, Read Act II, scene 1, pages 175-181 • Students will focus on the conflict between Rose and Troy and the significance of the growing conflict between the characters’ emotions and motivations. • Tone: blues music commonalities with Troy’s arguments against injustices • Monologue: Close reading analysis of Rose’s monologue ○ Examine stylistic techniques ○ How does style help portray Rose in a tense moment? ○ What does the monologue reveal about her character? ○ How does this scene reveal the relationship between Troy and Cory? ○ What conflicts and tensions arise in this scene?	Monologue Diction Tone	Fences (2016) – The Same Spot at You scene Blues: Big Daddy Wilson – Walk a Mile in my Shoes <i>lyrics included</i>
11	Skill 1.D – Describe how textual details reveal nuances and complexities in characters’ relationships with one another.	Exploring Character Relationships through Textual Details in “Fences” Literature and Composition, Read Act II, scene 2 and 3, pages 181-183 • Students will focus on Scene 2 and 3 and analyze how it reveals nuances in the characters’ relationships between Troy, Alberta, Rose and the newborn.	Metaphor Symbols	Fences (2016) – Alberta had the baby scene Fences (2016) – Death Knocks Again scene

	Objective: SWBAT analyze textual details from Scene 2 and 3 of “Fences” Act II to gain a deeper understanding of the complexities and nuances in Troy, Rose, Alberta, and the newborn’s relationship.	• <u>Key Points/Questions:</u> ○ How does Scene 2 reveal the relationship between Troy and Alberta? ○ What emotions and conflicts are evident in this scene? ○ How do Troy’s actions affect his relationship with Rose? • Tone: re-read scene 3 multiple times in different tones ○ Troy sympathetic, remorseful / Rose forgiving ○ Troy manipulative, unremorseful / Rose angry ○ What textual details in the play’s language, tone, themes support interpretation of complex relationships?		Fences (2016) – Sins of the Father scene
12	Skill 3.F – Explain the function of conflict in a text. Skill 1.D – Describe how textual details reveal nuances and complexities in characters’ relationships with one another.	Exploring the Father-Son Conflict in “Fences” by August Wilson Literature and Composition, Read Act II, scene 4, pages 183-187 • Students will focus on the strained relationship between Troy and his son Cory by paying attention to the language, emotions, and actions of the characters in the scene. • <u>Key Questions:</u> ○ What is the immediate cause of the conflict in this scene? ○ How does Troy express his feelings towards Cory? ○ How does Cory react to his father's actions? ○ Are there any moments of reconciliation or understanding in this scene? • <u>Key Points:</u> ○ Troy’s desire to protect Cory from the same disappointments he faced. ○ Cory’s aspirations and his struggle for independence. ○ The generational divide between Troy and Cory. ○ The impact of race and societal expectations on their relationship.	Conflict Tone Attitude Perspective Theme Metaphor Symbolism	Fences (2016) – Troy’s Victory scene
	Objective: SWBAT analyze the complex relationship between Troy and Cory and identify textual evidence that highlights the tensions and emotions in the conflict.			
13	Skill 5.C – Identify and explain the function of a symbol.	Exploring Symbols in “Fences” Literature and Composition, Read Act II, scene 5, pages 187-191 • Students will focus on specific lines from scene 5 that contain symbols and analyze the language and imagery used.	Symbolism Theme Imagery Irony	Fences (2016) – The Best of What’s in Me scene

	Objective: SWBAT identify and define symbols in the last scene of “Fences” and analyze the symbolic significance of these elements in the context of the play.	• <u>Symbols:</u> ○ The Fence - The completed fence becomes a symbol of Troy's legacy and the struggles he faced in his life. It represents the boundaries he erected, both physically and emotionally, between himself and his family. ○ Baseball – Troy’s thwarted dreams of playing professional baseball in the Major Leagues and the generational conflict between Troy and his son Cory, who aspires to play football. ○ Raynell and Rose’s Garden – The commitment to nurturing new life despite the challenges and hardships faced. ○ Blue’s song – A reconciliation and bonding between Cory and Raynell, and the healing of familial wounds. ○ Gabe and the trumpet – opening the gates for Troy.		Fences (2016) – Fences ending – Gabe opens the gates
14	Skill 4.C – Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective. Objective: SWBAT identify and analyze details, diction (word choice), and syntax (sentence structure) in the poem “My Papa's Waltz” to understand the speaker's perspective and emotions.	Revealing the Speaker’s Perspective in “My Papa’s Waltz” by Theodore Roethke Literature and Composition page 296 • This lesson will focus on analyzing details, word choices, and sentence structures used in the poem to understand the speaker’s perspective and emotions. • <u>Key Points:</u> Common emotions and perspectives ○ Ambivalence: There is a sense of affection and bonding as they dance together. On the other hand, there is an undercurrent of fear and tension. ○ Fear and Vulnerability: The line “But I hung on like death” implies a struggle to hold on and stay upright during the waltz. ○ Nostalgia: (parent-child relationships) The waltz may have been a cherished memory despite its difficulties. ○ Conflict: The mother’s disapproval is mentioned, and the father’s roughness can be seen as a source of tension. • <u>Key Questions:</u> ○ How do the rhyme patterns and simple diction characterize the speaker? ○ How might it ironically, also accentuate the poem’s violent and disturbing undertones.	Rhythm Rhyme Meter Diction Irony Undertone Tone Imagery	

15	Skill 7.A – Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	Exploring Themes in Literature: A Comparative Analysis of “My Papa’s Waltz” and “Fences” Literature and Composition pages 151-191, page 296 - Through this comparative analysis, students will gain a deeper understanding of how literary works can share common themes and motifs. - Model the writing process in developing a paragraph that includes a clear claim and provides evidence.	Claim Evidence Commentary Theme Selection of Details	
	Objective: SWBAT develop a well-structured paragraph that includes a clear claim and provides evidence to establish a correlation between the poem “My Papa’s Waltz” by Theodore Roethke and the play “Fences” by August Wilson.	<u>Example Paragraph:</u> Both “My Papa’s Waltz” by Theodore Roethke and “Fences” by August Wilson delve into the intricacies of family dynamics and the enduring impact of father-son relationships. In “My Papa’s Waltz,” the speaker reminisces about a tumultuous dance with his father, describing, “The whiskey on your breath / Could make a small boy dizzy.” This passage suggests a complex mix of affection and tension in their relationship, where the father’s alcohol-induced breath becomes a symbol of their imperfect connection. Similarly, in “Fences,” Troy Maxson’s strained relationship with his son Cory is a central theme. When Troy declares, “You got to take the crooked with the straights,” he highlights the challenges of passing down life lessons and values, even when they come with imperfections. The characters in both works grapple with the weight of their familial bonds and the legacy passed down from one generation to the next, illustrating how literature can resonate across different contexts and time periods.		
16	Skill 3.A – Identify and describe how plot orders events in a narrative. Skill 3.B – Explain the function of a particular sequence of events in a plot.	Analyzing the Plot Structure of “Fences” by August Wilson - This lesson will all students to create study guides on the importance of understanding the plot structure and how it helps us grasp the themes, character development, and overall messages of longer fiction. Infographic / Study guide / Plot Graphic Organizers: Suggested Key Questions and Items - How does the plot order events in the play?	Plot Diagram Sequence of Events Conflict	

		• What events are central to the development of the characters and themes? • Are there any turning points or moments of conflict that stand out? • How does the plot structure affect our understanding of the characters' motivations and struggles?		
Objective: SWBAT identify and describe the key events in the plot of “Fences” by August Wilson and analyze how the plot orders events to develop the play's themes and characters.	Troy’s Fence:	Symbolizes Troy’s struggle for freedom and independence. Represents barriers in his life and relationships.		
	Baseball:	Reflects Troy's unfulfilled dream of playing in the Major Leagues. Highlights the impact of racism on his aspirations.		
	Gabriel’s Trumpet:	Symbolizes hope and salvation. Represents Gabriel's role as a spiritual figure in the play.		
	The Maxon House:	Setting for most of the play's events. Witness to the struggles and conflicts within the Maxson family.		
	Pittsburg, 1950s:	The historical and cultural backdrop of the play. Provides context for the characters' experiences and challenges.		
	Characters:	Troy Maxson: Protagonist, former baseball player, complex and conflicted. Rose Maxson: Troy's wife, strong and nurturing. Cory Maxson: Troy's son, aspiring football player. Bono: Troy's best friend and confidant. Gabriel Maxson: Troy's brother, wounded war veteran.		
	Themes:	Racism: Impact on Troy's life and dreams. Family: Struggles, love, and responsibility. Fences: Metaphorical and literal barriers.		
	Conflict:	Man vs. Society: Troy's battle against racism. Man vs. Self: Troy's inner conflicts and regrets. Man vs. Family: The tension within the Maxson family.		
	August Wilson:	Playwright who wrote "Fences" and other plays in the Pittsburgh Cycle. Explores African American experiences in the 20th century.		

17	Skill 7.B – Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	Crafting Strong Thesis Statements for AP Literature Essays • Present a sample AP Literature Q3 Prompt(s) to the class. • Discuss key elements of the prompt(s), such as the literary work mentioned, the central theme or idea, and any specific instructions. • Encourage students to underline or highlight crucial information in the prompt(s) that will guide their thesis statement. Option A: Sample AP English Literature Prompts where “Fences” was recommended in the list. • 2023 Set 1 – character’s new identity • 2021 – literal or unconventional house serves as symbol • 2010 – Form B – importance of “home” to a character • 2009 – one symbol and how it functions in the work Option B: Sample AP English Literature Prompts where “Fences” was not recommended but student challenges presenting a literary argument with “Fences.” • 2019 – “ideal view of the world” • 2015 – acts of cruelty	Thesis Claim Line of Reasoning	2023 Set 1 2021 2010 Form B 2009
	Objective: SWBAT craft a well-structured thesis statement that conveys a defensible claim about an interpretation of “Fences” in response to AP English Literature Q3 Prompts.			2019 2015
18	Skill 7.A –Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. Skill 7.C – Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	Drafting a Literary Analysis Response This lesson will use Option A, 2021 Q3 prompt on literal or unconventional houses serving as a symbol. <u>Key Points:</u> 1. Deconstruct (unpack the prompt) • “analyze how this house contributes to an interpretation of the work as a whole” • Create an outline of argument, claims, evidence to draft line of reasoning 2. Revise, Edit and Solidify a Thesis statement (previous day lesson)		2021 Rubrics, Sample Essays and Scoring Commentaries

	Objective: Students will analyze the symbolism of the house in “Fences” by August Wilson and develop the skills necessary to write a literary analysis essay.	a. ROW A (scoring rubric) – 0-1 points b. Optional to mimic/use a sample thesis from College Board sample essays 3. Draft Body Paragraphs a. ROW B (scoring rubric) – 0-4 points b. Claims, Evidence, Commentary, Line of Reasoning		
19	Skill 7.D – Select and use relevant and sufficient evidence to both develop and support a line of reasoning. Objective: SWBAT evaluate the effectiveness of evidence in literary arguments and identify line of reasoning.	Scoring Exemplars This lesson will use Option A, 2010, form B Q3 prompt on importance of “home” to a character. Note: the essays are scored under the older version of the holistic scoring guidelines. Only use the sample essays and scoring commentaries to try and re-score with the updated 2020 scoring rubrics. • Color coding an essay to identify scoring • Row A – Thesis 0-1 point • Row B – Evidence and Commentary 0, 1, 2, 3, or 4 points • Row C – Sophistication 0-1 point (<i>not the focus in Unit 3 until semester 2</i>)		Sample essays older version Samples essay rescored by Curriculum Manager (<i>not College Board’s scores but scoring with the new rubrics and basing judgment on scoring commentaries</i>)
20	Skill 1.B – Explain the function of a character changing or remaining unchanged. Objective: SWBAT analyze the character of Troy Maxson in the film “Fences” (2016) to understand his development or lack thereof, and how his character functions within the narrative.	Option 1: FLEX DAY – use the day for multiple choice practice or writing conferences in preparation for unit exam. Option 2: Film Analysis – 2016 film adaptation of “Fences” starring Denzel Washington and Viola Davis. This lesson (option 2) will discuss the character Troy Maxson, his role as a central character, and how he evolves or remains constant throughout the film. <u>Film Techniques to guide characterization:</u> • Acting and Dialogue: ○ Performance: Observe facial expressions, body language, and delivery of lines to understand Troy’s emotions and motivations. ○ Dialogue: Analyze Troy’s dialogue and the way he communicates with other characters. His speech patterns, vocabulary, and tone can reveal his personality and the dynamics of his relationships. • Set Design and Props:	Cinematography Camera Angles Lighting Director Set Design Props Sound Effects Musical Score	

