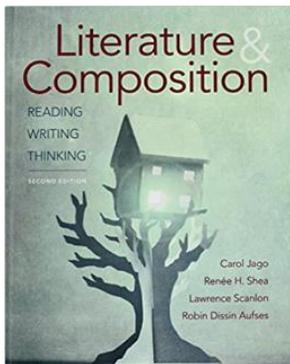


**Core Text / Materials**



**Please ensure you obtain the following:**

- Literature & Composition*, 2<sup>nd</sup> Edition – (Teacher Edition)
- Literature & Composition*, 2<sup>nd</sup> Edition – (Student Edition: class set)
- Achieve 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 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*, 2<sup>nd</sup> Edition, emphasizing the skills that each unit enumerates and highlights.

**Unit Overview**

Unit 4 looks at how texts engage with a range of experiences, institutions, or social structures. Students come to understand that literature is complicated because it tries to capture and comment on the complexities of the real world. Sudden changes in a narrative, such as a character’s epiphany, a change in setting, manipulation of the pacing of the plot, or contradictory information from a narrator, are factors that students should learn to consider as they develop their own interpretations. Mary Shelley, for instance, did not live in a time when concepts of genetic engineering were known, yet her nineteenth-century mind created *Frankenstein*. The ethical issues Shelley’s novel raises about the nature of progress, science, and human potential are still debatable today. This unit challenges students to transfer their understanding of figurative language, previously studied only in relation to poetry, to their interpretations of narrative prose. Students should come to understand that it is acceptable and sometimes even necessary to revise their initial interpretations of a text as they gather and analyze more information.

**Big Ideas/Skills Categories**

Enduring Understanding	Skills	Essential Knowledge
<b>CHR:</b> Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.	<b>1.A</b> Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.	<b>CHR-1.A</b> Description, dialogue, and behavior reveal characters to readers.
	<b>1.B</b> Explain the function of a character changing or remaining unchanged.	<b>CHR-1.M</b> 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.
	<b>1.C</b> Explain the function of contrasting characters.	<b>CHR-1.U</b> Foil characters (foils) serve to illuminate, through contrast, the traits, attributes, or values of another character.

	<b>1.E</b> Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.	<b>CHR-1.W</b> A character’s competing, conflicting, or inconsistent choices or actions contribute to complexity in a text.
<b>SET:</b> Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.	<b>2.A</b> Identify and describe specific textual details that convey or reveal a setting.	<b>SET-1.B</b> Setting includes the social, cultural, and historical situation during which the events of the text occur.
	<b>2.B</b> Explain the function of setting in a narrative.	<b>SET-1.F</b> Settings may be contrasted in order to establish a conflict of values or ideas associated with those settings.
	<b>2.C</b> Describe the relationship between character and a setting.	<b>SET-1.G</b> The way characters interact with their surroundings provides insights about those characters and the setting(s) they inhabit.
<b>STR:</b> 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.	<b>3.A</b> Identify and describe how plot orders events in a narrative.	<b>STR-1.B</b> The dramatic situation of a narrative includes the setting and action of the plot and how that narrative develops to place characters in conflict(s), and often involves the rising or falling fortunes of a main character or set of characters.
	<b>3.B</b> Explain the function of a particular sequence of events in a plot.	<b>STR-1.C</b> 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.
	<b>3.D</b> Explain the function of contrasts within a text.	<b>STR-1.G</b> Contrast can be introduced through focus; tone; point of view; character, narrator, or speaker perspective; dramatic situation or moment; settings or time; or imagery.
	<b>3.E</b> Explain the function of a significant event or related set of significant events in a plot.	<b>STR-1.M</b> The significance of an event depends on its relationship to the narrative, the conflict, and the development of characters.
	<b>3.F</b> Explain the function conflict in a text.	<b>STR-1.N</b> 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.
<b>NAR:</b> A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.	<b>4.C</b> Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.	<b>NAR-1.M</b> The narrators’, characters’, or speakers’ backgrounds and perspectives shape the tone they convey about subjects or events in the text.
	<b>4.D</b> Explain how a narrator’s reliability affects a narrative.	<b>NAR-1.V</b> The reliability of a narrator may influence a reader’s understanding of a character’s motives.
<b>FIG:</b> Comparisons, representation, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.	<b>5.C</b> Identify and explain the function of a symbol.	<b>FIG-1.AA</b> When a character comes to represent, or stand for, an idea or concept, that character becomes symbolic; some symbolic characters have become so common they are archetypal.
	<b>5.D</b> Identify and explain the function of an image or imagery.	<b>FIG-1.P</b> An image can be literal or it can be a form of a comparison that represents something in a text through associations with the senses.
<b>LAN:</b> Readers establish and communicate their interpretations	<b>7.A</b> Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	<b>LAN-1.A</b> 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.

of literature through arguments supported by textual evidence.	<b>7.B</b> Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	<b>LAN-1.D</b> 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.
	<b>7.C</b> Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning and the thesis.	<b>LAN-1.G</b> 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.
	<b>7.D</b> Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	<b>LAN-1.J</b> Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.

Unit 4 Exam				
Structure				Useful Resources
Section 1	Multiple Choice	20-minute time limit	22 questions	<input type="checkbox"/> How to access the exam via AP Classroom exam links <input type="checkbox"/> Assessment Companion <input type="checkbox"/> How to input Rubric Score on Edcite <input type="checkbox"/> TEAMS AP English Literature Channel
Section 2	Free Response	30-35 minutes time limit	1 Literary Argument Prompt	
<p><b>Note:</b> 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 <b>defensible thesis (Row A point)</b> and <b>at minimum a claim, evidence, and commentary</b> in their body paragraph(s) <b>(Row B points)</b> in a limited time frame.</p>				

**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 4 Reading List		
Title	Author	Location
1. “Everything you need to know to read <i>Frankenstein</i> ”	Iseult Gillespie	Ted-Ed
2. <i>Frankenstein</i>	Mary Shelley	Pages 852-970
3. “Dover Beach”	Matthew Arnold	Pages 1034-1035
4. excerpt from “Paradise Lost” Book X	John Milton	Dartmouth College
5. excerpt from “Paradise Lost” Book IV	John Milton	Dartmouth College

Roadmap				
Lesson	Skill / Objective	Instructional Notes	Vocabulary	Resources
1	<p><b>Skill 2.B</b> – Explain the function of setting in a narrative.</p>	<p>Mary Shelley and "Frankenstein" - Literature and Composition, page 852</p> <ul style="list-style-type: none"> <li>• <b>Biography of Mary Shelley</b> <ul style="list-style-type: none"> <li>○ Provide a brief overview of Mary Shelley's life, highlighting her relationship with Percy Bysshe Shelley, Lord Byron, and the events that led to the creation of "Frankenstein."</li> <li>○ Discuss the impact of personal tragedies on Shelley's writing.</li> </ul> </li> <li>• <b>Historical Context</b> <ul style="list-style-type: none"> <li>○ Explore the historical and cultural influences on Mary Shelley during the early 19th century, including the Industrial Revolution and scientific advancements.</li> <li>○ Discuss the intellectual climate and philosophical ideas of the time, such as Romanticism and Enlightenment ideals.</li> </ul> </li> <li>• <b>Introduction to Gothic Literature</b> <ul style="list-style-type: none"> <li>○ Define the Gothic literary genre and its characteristics, including elements such as mysterious settings, <b>supernatural elements, gloomy atmosphere, and emotional intensity.</b></li> <li>○ Discuss how Gothic literature emerged as a response to the Enlightenment and a <b>fascination with the mysterious and unknown.</b></li> </ul> </li> </ul>	<p>Romanticism Industrial Revolution Gothic literature Enlightenment</p>	<p>Romanticism - Britannica</p> <p>Mary Shelley and the birth of <i>Frankenstein</i> - Britannica (3:36)</p> <p>"Frankenstein" Was Born During a Ghastly Vacation (History) with 3:36 video of eerie author information and art illustrations of the time period</p> <p>TED-Ed "Everything you need to know to read 'Frankenstein'" (5:01)</p>
	<p><b>Objective:</b> SWBAT gain an understanding of Mary Shelley, the historical context of "Frankenstein," the Gothic literary genre, and an overview of the novel's themes and major characters.</p>	<ul style="list-style-type: none"> <li>• <b>Overview of "Frankenstein"</b> <ul style="list-style-type: none"> <li>○ Highlight key themes such as the <b>dangers of scientific ambition, the consequences of playing God, isolation, and the pursuit of knowledge.</b></li> <li>○ Major Characters                             <ul style="list-style-type: none"> <li>▪ Introduce key characters, including Victor Frankenstein, the Creature, and other significant figures.</li> </ul> </li> </ul> </li> <li>• <b>Key Questions:</b> <ul style="list-style-type: none"> <li>○ How do you think Shelley's family background influenced or informed her writing?</li> <li>○ What do you think of the story of the novel's origin? What ideas most inspired Shelley's writing?</li> <li>○ How do you think the story of the novel's origin might impact your reading or interpretation of events?</li> </ul> </li> </ul>		

		<p>➤ <b>Assign Reading I – Letters (page 852) to Chapter VIII (page 892)</b></p> <ul style="list-style-type: none"> <li>○ Students reading 10 pages a day (41 pages for this section) can complete the readings before next reading chunk</li> </ul>		
<p>2</p>	<p><b>Skill 2.A</b> – Identify and describe specific textual details that convey or reveal a setting</p> <hr/> <p><b>Objective:</b> SWBAT analyze textual details that convey or reveal the setting in the opening letters of “Frankenstein” to understand its impact on the overall narrative.</p>	<p>Unveiling the Setting in Letters 1-4 of <i>Frankenstein</i> Literature and Composition, page 852-860</p> <ul style="list-style-type: none"> <li>● <b>Group Activity: Setting Analysis</b> <ul style="list-style-type: none"> <li>○ Divide students into small groups.</li> <li>○ Assign each group a letter and/or specific passage from the letters.</li> <li>○ Ask groups to analyze how the setting is described in their assigned passage and its potential impact on the story.</li> <li>○ Have each group present their findings to the class.</li> </ul> </li> <li>● <b>Key Questions:</b> <ul style="list-style-type: none"> <li>○ How do frame tales work?</li> <li>○ Why does Shelley choose Captain Walton to tell the doctor’s story?</li> <li>○ How does she use structure to manipulate time and create foreshadowing?</li> <li>○ How are Walton and the stranger alike, and how are they different?</li> <li>○ What tenants of Romanticism are depicted in the text and/or images presented?</li> </ul> </li> <li>● <b>Frame Narrative: Class Graphic Organizer Tracker</b> (<i>add context / quotes as the story/discussion progresses</i>)</li> </ul> <div data-bbox="562 1175 1352 1463" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Overarching Story - Walton</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;"> <p style="text-align: center;"><b>Inner Story – Victor Frankenstein</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 60%;"> <p style="text-align: center;"><b>Inner Story – The Creature</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 40%;"> <p style="text-align: center;"><b>Inner Story – De Lacey Family History</b></p> </div> </div> </div> </div>	<p>Epistolary Frame Parallel Foreshadow Symbols Theme Imagery Allusion</p>	 <p>Caspar David Friedrich, <i>Wanderer Above the Sea of Fog</i> 1818</p>

3	<p><b>Skill 1.A</b> – Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</p>	<p>Identifying and Describing Characterization in <i>Frankenstein</i> Literature and Composition, pages 852-871</p> <ul style="list-style-type: none"> <li>• Provide excerpts from Letters 1-4 &amp; Chapters 1-3 of <i>Frankenstein</i>.</li> <li>• Encourage students to read and analyze these passages closely for details that provide insights into the characters.</li> </ul> <p><b>Analysis Steps:</b></p> <ul style="list-style-type: none"> <li>• <u>Identify Key Characters:</u> Start by identifying the main characters introduced Robert Walton, Victor Frankenstein, Victor’s parents (Alphonse and Coraline), Elizabeth, Victor’s professors, etc.</li> <li>• <u>Examine Physical Descriptions:</u> Look for textual details that describe the physical appearance of the characters. Consider how the author's choice of words helps create an image of the character in the reader's mind.</li> <li>• <u>Explore Character Actions:</u> Pay attention to characters’ actions and behaviors. Analyze what they do and how they interact with others. Actions often reveal character traits and motivations.</li> <li>• <u>Dialogue and Speech Patterns:</u> Analyze characters’ dialogue and speech patterns. Look for unique ways characters express themselves. This can provide clues about their personalities, education, or social status.</li> <li>• <u>Consider Relationships:</u> Examine the relationships between characters. How characters interact with family members, friends, or society can reveal a lot about their personalities and values.</li> </ul> <p><b>Discussion Questions: Page 965</b></p> <p><b>Q4:</b> From the text of Robert Walton’s letters, what parallels can you draw between him and Victor Frankenstein? What qualities and characteristics do they share? How do they differ?</p> <p><b>Q6:</b> Who is Elizabeth? Clerval? Krempe? Waldman? Briefly describe the function each character serves in the narrative. How significant are they as influences on Victor Frankenstein? Explain.</p>	<p>Shift Points of View Direct characterization Indirect characterization Galvanism Theme</p>	<div data-bbox="1707 110 2005 349" data-label="Image"> </div> <p><b>Page 867 (image)</b></p> <ul style="list-style-type: none"> <li>• What do the events depicted in this engraving suggest about Frankenstein’s new interest?</li> <li>• What do they suggest about the direction the story is headed?</li> </ul> <p><b>Article:</b></p> <p>Young, Lauren. “The Real Electric Frankenstein Experiments of the 1800s.” <i>Atlas Obscura</i>. Online.</p>
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4	<p><b>Skill 4.C</b> – Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.</p> <p><b>Objective:</b> SWBAT analyze and compare the thematic elements of science and its consequences in “Science” by Alison Hawthorne Deming and Mary Shelley’s “Frankenstein.”</p>	<p>Exploring the Dual Nature of Scientific Pursuits: Lessons from “Science” and “Frankenstein” Literature and Composition, pages 852-876 and 990-991</p> <ul style="list-style-type: none"> <li>Students will understand how both works explore the ethical implications and unintended consequences of scientific endeavors and examine the role of hope and responsibility in the face of scientific challenges.</li> </ul> <p><b>Theme: Dangerous Knowledge / Science in Literature</b></p> <ul style="list-style-type: none"> <li>Reading and Analyzing "Science" by Alison Hawthorne Deming, page 991 <ul style="list-style-type: none"> <li>What scientific experiments are described in the poem, and what do they reveal about the students' perspectives on science?</li> <li>How does the poem address the ethical considerations and consequences of scientific endeavors?</li> <li>In what ways does the poem explore the theme of hope in the context of scientific challenges?</li> </ul> </li> <li>Explore “Frankenstein” – Robert Walton, Victor, scientific ambition, creation of life, moral dilemmas <ul style="list-style-type: none"> <li>How does Victor Frankenstein’s pursuit of knowledge and scientific creation parallel the themes explored in "Science"?</li> <li>What ethical considerations and unintended consequences arise from Victor's scientific pursuits?</li> <li>In what ways does the novel address the responsibilities that come with scientific discovery?</li> </ul> </li> </ul>	<p>Theme Natural Philosophy Contrast Parallel Point of View Perspective</p>	<p>Dolly the Sheep: A Controversial Clone (13:40)</p> <p>Films:</p> <ul style="list-style-type: none"> <li>Jurassic Park</li> <li>Prometheus</li> <li>A.I. Artificial Intelligence</li> </ul>
5	<p><b>Skill 1.E</b> – Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</p>	<p>Close Reading Analysis – Victor’s complex reaction to creating the Creature. Literature and Composition, page 867</p> <ul style="list-style-type: none"> <li>In the opening paragraphs of Chapter 5 in Mary Shelley's "Frankenstein," Victor Frankenstein grapples with a myriad of emotions and thoughts as he witnesses the completion of his grand experiment – the animation of the creature. This pivotal moment serves as a turning point in the novel, revealing Victor's inner turmoil and the consequences of his ambitious pursuits. <ul style="list-style-type: none"> <li>Anticipation and Anxiety</li> </ul> </li> </ul>	<p>Complexity Theme Conflict</p>	

	<p><b>Objective:</b> SWBAT analyze Victor Frankenstein and his complex reaction to the culmination of his ambitious experiment – the creation of the creature.</p>	<ul style="list-style-type: none"> <li>○ Mixed Emotions and Ambivalence</li> <li>○ Revelation of Monstrosity</li> <li>○ Responsibility and Guilt</li> </ul> <ul style="list-style-type: none"> <li>● Guide students through close reading and response</li> </ul> <p><b>Sample Prompt:</b> The following excerpt (Chapter V page 876 paragraphs 119-122) is from Mary Shelley’s Frankenstein, published in 1818/1831. In this passage, Victor Frankenstein describes his thoughts as he witnesses the completion of his grand experiment. Read the passage carefully. Then, in a well-written essay, analyze how Shelley uses literary elements and techniques to portray Victor’s complex response to what he is witnessing.</p> <p>➤ <b>Assign Reading II – Chapter IX (page 893) to Chapter XVI (page 922)</b></p> <ul style="list-style-type: none"> <li>○ Students reading 5 pages a day (30 pages for this section) can complete the readings before next reading chunk</li> </ul>		
6	<p><b>Skill 3.B</b> – Explain the function of a particular sequence of events in a plot.</p> <p><b>Objective:</b> SWBAT analyze and discuss the sequence of events in chapters 6-8 of “Frankenstein” to understand character development, plot progression, moral dilemmas, and foreshadowing.</p>	<p>Exploring Tragedy and Consequences in “Frankenstein” Literature and Composition, pages 879 - 892</p> <ul style="list-style-type: none"> <li>➤ Begin with a brief discussion on the importance of letters in storytelling. Mention Elizabeth’s letter to Victor and its role in setting up the next events.</li> <li>➤ Recap: Summarize key events leading up to chapters 6-8, including Victor's experiments and his departure from home.</li> </ul> <p><b>Chapter 6</b></p> <ul style="list-style-type: none"> <li>● <b>Discussion:</b> Explore the content of Elizabeth's letter. <ul style="list-style-type: none"> <li>○ What emotions does she express? What insights does it provide into her character and her relationship with Victor.</li> </ul> </li> <li>● <b>Group Activity:</b> Have students create a modern-day equivalent of Elizabeth’s letter as a text message and or social media message to Victor? Share and discuss. (<i>use of technology</i>)</li> </ul> <p><b>Chapter 7</b></p> <ul style="list-style-type: none"> <li>● <b>Discussion:</b> Focus on the news of William's death. How does this event impact Victor and the overall tone of the narrative?</li> <li>● <b>Interactive Exercise:</b> Create a timeline of events leading to Victor's return home. Discuss the importance of the murder as a plot point.</li> </ul> <p><b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>● <b>Discussion:</b> Analyze the trial and Justine's execution. Explore the moral dilemmas presented. How does this sequence raise questions about justice and responsibility?</li> </ul>	<p>Theme Characterization Plot Progression Moral Dilemmas Foreshadowing</p>	

		<ul style="list-style-type: none"> <li>• <b>Writing Activity:</b> Ask students to write a reflective piece from Victor's perspective. How does he feel about Justine's fate? What internal conflicts does he face?</li> </ul> <p><b>Analysis:</b> These chapters serve multiple purposes in the novel:</p> <p><b>Character Development:</b> Elizabeth's letter provides insight into her character and her relationship with Victor. The emotional connection between them becomes more evident.</p> <p><b>Plot Progression:</b> The death of William and the subsequent trial and execution of Justine drive the plot forward, introducing conflict and tragedy.</p> <p><b>Moral Dilemmas:</b> Justine's wrongful conviction raises moral questions about justice and the consequences of Victor's actions.</p> <p><b>Foreshadowing:</b> The events in these chapters foreshadow the darker consequences of Victor's scientific ambitions. The tragedy surrounding his family becomes intertwined with the consequences of his creation.</p>		
7	<b>Skill 2.C</b> – Describe the relationship between a character and a setting.	<p>Exploring Nature in Frankenstein - Chapters 9 and 10 Literature and Composition pages 893-899</p> <ul style="list-style-type: none"> <li>• Begin with a discussion on the significance of nature in literature.</li> <li>• Provide a brief overview of Chapters 9 and 10, highlighting Victor's emotional state and the events leading up to his retreat into nature.</li> </ul>	Syntax Diction Theme Metaphor Imagery	Romanticism Art Pieces from The Met  Galitz, Kathryn Calley. "Romanticism."

	<p><b>Objective:</b> SWBAT analyze the role of nature in Chapters 9 and 10 of <i>Frankenstein</i> and explore its dual nature as both a healing source and a destructive force.</p>	<ul style="list-style-type: none"> <li>• <b>Discussion:</b> Facilitate a class discussion on the role of nature in these chapters. Encourage students to identify passages that describe the natural setting and discuss how it reflects Victor's emotional state.</li> </ul> <p><b>Activity - Nature as a Healing Source / Nature as a Destructive Force</b></p> <table border="1" data-bbox="527 277 1381 776"> <tr> <td data-bbox="527 277 953 776"> <p><b>Group Work:</b> Divide students into small groups and provide them with images or video clips of serene and calming natural landscapes. Ask each group to discuss how these visuals represent nature as a healing force.</p> <p><b>Presentation:</b> Have each group present their findings to the class, emphasizing the connection between the visuals and Victor's experience in nature after the tragic events.</p> </td> <td data-bbox="953 277 1381 776"> <p><b>Group Work:</b> Provide groups with images or video clips depicting destructive natural forces such as storms, earthquakes, or wildfires. Ask them to discuss how these visuals represent nature as a destructive force.</p> <p><b>Presentation:</b> Have each group present their findings, focusing on how the destructive aspects of nature parallel Victor's inner turmoil and the tragic events in the story.</p> </td> </tr> </table> <p><b>Questions:</b> How the dual nature of nature (healing and destructive) mirrors Victor's emotional journey?  <b>From Textbook page 968:</b> Questions 8 and 9</p>	<p><b>Group Work:</b> Divide students into small groups and provide them with images or video clips of serene and calming natural landscapes. Ask each group to discuss how these visuals represent nature as a healing force.</p> <p><b>Presentation:</b> Have each group present their findings to the class, emphasizing the connection between the visuals and Victor's experience in nature after the tragic events.</p>	<p><b>Group Work:</b> Provide groups with images or video clips depicting destructive natural forces such as storms, earthquakes, or wildfires. Ask them to discuss how these visuals represent nature as a destructive force.</p> <p><b>Presentation:</b> Have each group present their findings, focusing on how the destructive aspects of nature parallel Victor's inner turmoil and the tragic events in the story.</p>	<p>Sublime Nature</p>	<p><i>Department of European Paintings, The Metropolitan Museum of Art.</i> 2004. Online.</p>
<p><b>Group Work:</b> Divide students into small groups and provide them with images or video clips of serene and calming natural landscapes. Ask each group to discuss how these visuals represent nature as a healing force.</p> <p><b>Presentation:</b> Have each group present their findings to the class, emphasizing the connection between the visuals and Victor's experience in nature after the tragic events.</p>	<p><b>Group Work:</b> Provide groups with images or video clips depicting destructive natural forces such as storms, earthquakes, or wildfires. Ask them to discuss how these visuals represent nature as a destructive force.</p> <p><b>Presentation:</b> Have each group present their findings, focusing on how the destructive aspects of nature parallel Victor's inner turmoil and the tragic events in the story.</p>					
<p>8</p>	<p><b>Skill 5.C</b> – Identify and explain the function of a symbol.</p>	<p>Exploring Symbolism in “Dover Beach” by Matthew Arnold  Literature and Composition pages 1034-1035</p> <p><b>Guided Reading and Analysis</b></p> <ul style="list-style-type: none"> <li>• <b>Read Aloud:</b> Read "Dover Beach" aloud as a class, with different students taking turns reading stanzas.</li> <li>• <b>Initial Impressions:</b> Ask students to jot down their initial impressions of the poem. What images or themes stand out to them?</li> <li>• <b>Identification of the Symbol:</b> Direct the discussion toward the symbolism of the sea. Guide students in identifying the sea as a central symbol and ask them to consider its possible meanings.</li> </ul> <p><b>Analysis Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the sea function as a symbol in the poem?</li> <li>• What emotions or ideas might it represent?</li> </ul>	<p>Symbols  Theme  Text Connections  Human Condition</p>			

	<p><b>Objective:</b> SWBAT identify and analyze the symbolism of the sea in “Dover Beach” to understand its function in conveying the poem's themes.</p>	<ul style="list-style-type: none"> <li>• How does the sea contribute to the overall tone and message of the poem?</li> </ul> <p><b>Connections:</b> In both “Dover Beach” and “Frankenstein,” nature serves as a powerful symbol that reflects and influences the themes explored in each work.</p> <table border="1" data-bbox="527 313 1381 496"> <thead> <tr> <th data-bbox="527 313 953 350">Dover Beach</th> <th data-bbox="953 313 1381 350">Frankenstein</th> </tr> </thead> <tbody> <tr> <td data-bbox="527 350 953 496"> <ul style="list-style-type: none"> <li>• Sea as Metaphor for Change</li> <li>• Isolation and Desolation</li> </ul> </td> <td data-bbox="953 350 1381 496"> <ul style="list-style-type: none"> <li>• Natural World as a source of beauty and solace</li> <li>• Artic setting (unforgiving landscape)</li> </ul> </td> </tr> </tbody> </table> <p>In both works, nature serves as a dynamic and evocative symbol, expressing the tumultuous relationship between humanity and the world it inhabits. The natural elements reflect the characters’ internal struggles, societal changes, and the consequences of human actions, adding depth and complexity.</p>	Dover Beach	Frankenstein	<ul style="list-style-type: none"> <li>• Sea as Metaphor for Change</li> <li>• Isolation and Desolation</li> </ul>	<ul style="list-style-type: none"> <li>• Natural World as a source of beauty and solace</li> <li>• Artic setting (unforgiving landscape)</li> </ul>		
Dover Beach	Frankenstein							
<ul style="list-style-type: none"> <li>• Sea as Metaphor for Change</li> <li>• Isolation and Desolation</li> </ul>	<ul style="list-style-type: none"> <li>• Natural World as a source of beauty and solace</li> <li>• Artic setting (unforgiving landscape)</li> </ul>							
9	<p><b>Skill 4.B</b> – Identify and explain the function of point of view in a narrative.</p>	<p>Exploring the Creature’s Point of View in Chapter 11 of “Frankenstein” Literature and Composition, pages 899-903</p> <ul style="list-style-type: none"> <li>• Close Reading Analysis</li> </ul> <p><b>Sample Prompt:</b> The following excerpt (Chapter XI pages 899-902 paragraphs 277-287) is from Mary Shelley’s <i>Frankenstein</i>, published in 1818/1831. In this passage, Victor Frankenstein’s Creature recounts his experiences and initial observations after being reanimated. Read the passage carefully. Then, in a well-written essay, analyze how Shelley uses literary elements and techniques to portray the Creature’s complex response to those experiences.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the narrative perspective change in Chapter 11?</li> <li>• What new information or insights does the creature’s perspective provide?</li> <li>• How does the shift in point of view contribute to the exploration of the nature vs. nurture theme?</li> </ul> <p><b>Key points that highlight the Nature vs. Nurture theme:</b>  <b>Nature (Inherent Characteristics):</b></p>	<p>Point of view Shift Perspective Theme</p>					

	<p><b>Objective:</b> SWBAT identify and analyze the shift in point of view in Chapter 11 of “Frankenstein” and explore how it contributes to the creature’s nature vs. nurture experiences.</p>	<ul style="list-style-type: none"> <li>The creature is initially portrayed as an innocent being born with the potential for goodness.</li> </ul> <p><b>Nurture (Environmental Influence):</b></p> <ul style="list-style-type: none"> <li>The creature's initial attempts to integrate into society are met with rejection and violence. His encounters with humans are characterized by fear and hatred, which nurture negative emotions within him.</li> </ul> <p><b>Sample Activities:</b></p> <p><b>Chart Creation:</b> create a visual representation of the shift in point of view and its impact on the exploration of nature vs. nurture.</p> <p><b>Writing Exercise:</b> respond to the writing prompt requiring students to reflect on the significance of the creature’s narrative.</p>		
10	<p><b>Skill 3.C</b> - Explain the function of structure in a text.</p> <p><b>Skill 1.C</b> – Explain the function of contrasting characters.</p> <hr/> <p><b>Objective:</b> SWBAT analyze the De Lacey family subplot in “Frankenstein” and understand its contrast with the rest of the novel.</p>	<p>Exploring the De Lacey Family Subplot – Chapters 12-14 Literature and Composition, pages 903-912</p> <ul style="list-style-type: none"> <li>The creature observes the De Lacey family from a distance, learning about human behavior, emotions, and societal norms. This subplot serves to highlight the creature’s desire for companionship and connection, contrasting with the isolation and rejection he experiences later.</li> <li>The juxtaposition of the creature’s experiences with the De Lacey family and his subsequent interactions with society underscores the novel’s exploration of the human condition</li> </ul> <p><b>Activity - Character Analysis:</b></p> <ul style="list-style-type: none"> <li>Divide students into small groups and provide them with a handout containing character analysis questions related to the De Lacey family. Questions may include aspects of physical appearance, behavior, and relationships.</li> <li>Contrast characteristics of the De Lacey family with other characters in the novel.</li> <li>Use quotes and textual evidence to support their comparisons</li> </ul> <p><b>Activity - Mapping the Structure:</b></p> <ul style="list-style-type: none"> <li>Create a visual representation of the novel's structure, highlighting the sections that focus on the De Lacey family subplot.</li> <li>Discuss how this subplot fits into the overall narrative.</li> </ul>	Subplot Contrast	

	<p><b>Skill 6.D</b> – Identify and explain the function of an allusion.</p>	<p>Exploring the Allusion to “Paradise Lost” in Frankenstein Literature and Composition, pages 913-922</p> <ul style="list-style-type: none"> <li>• <b>Key Themes:</b> <ul style="list-style-type: none"> <li>○ isolation</li> <li>○ rejection</li> <li>○ the creature’s search for identity</li> </ul> </li> <li>• Introduce the concept of literary allusions</li> </ul>	<p>Allusion Figurative Language Foreshadow Parallelism</p>	<p>Paradise Lost Book X Lines 743-768 (Adam’s outcast)</p> <p>Paradise Lost Book IV Lines 71-92 (Satan’s fall)</p>				
<p>11</p>	<p><b>Objective:</b> SWBAT analyze the allusion to “Paradise Lost” in Chapters 15-16 of “Frankenstein” to understand its significance in shaping the themes of rejection, isolation, and the search for identity.</p>	<table border="1" data-bbox="527 386 1381 959"> <thead> <tr> <th data-bbox="527 386 953 423">Adam</th> <th data-bbox="953 386 1381 423">Satan</th> </tr> </thead> <tbody> <tr> <td data-bbox="527 423 953 959"> <p><b>Book X</b> - Adam and Eve have just eaten the forbidden fruit, and Adam is filled with remorse and despair. The language used by Adam captures the sense of isolation, self-loathing, and the awareness of being an outcast. Adam questions his creator, expressing a deep sense of regret and questioning the purpose of his existence. The creature, too, questions his creation and grapples with the anguish of being rejected by his maker and society.</p> </td> <td data-bbox="953 423 1381 959"> <p><b>Book IV</b> - Satan reflects on his fall from grace and the consequences of his rebellion against God. The language used by Satan conveys a sense of isolation, regret, and a desire for revenge. This passage helps draw parallels between Satan's exile and the creature's rejection and isolation in “Frankenstein.” Both characters experience a sense of displacement and harbor resentment towards their creators.</p> </td> </tr> </tbody> </table> <p><b>Group Discussion and Analysis:</b></p> <ul style="list-style-type: none"> <li>• Divide the students into small groups.</li> <li>• Assign each group specific passages from both "Frankenstein" and "Paradise Lost" for closer analysis.</li> <li>• Groups discuss and compare the themes, characterizations, and emotions portrayed in both works.</li> </ul> <p><b>Creative Expression:</b></p> <ul style="list-style-type: none"> <li>• Ask students to reenact page 916 key scene in “Frankenstein” (Chapters 15-16) or create a visual representation of “Paradise Lost’ scenes. Encourage students to explore the emotions, symbols, and connections between the two works in their creative projects.</li> </ul>	Adam	Satan	<p><b>Book X</b> - Adam and Eve have just eaten the forbidden fruit, and Adam is filled with remorse and despair. The language used by Adam captures the sense of isolation, self-loathing, and the awareness of being an outcast. Adam questions his creator, expressing a deep sense of regret and questioning the purpose of his existence. The creature, too, questions his creation and grapples with the anguish of being rejected by his maker and society.</p>	<p><b>Book IV</b> - Satan reflects on his fall from grace and the consequences of his rebellion against God. The language used by Satan conveys a sense of isolation, regret, and a desire for revenge. This passage helps draw parallels between Satan's exile and the creature's rejection and isolation in “Frankenstein.” Both characters experience a sense of displacement and harbor resentment towards their creators.</p>		<p>Paradise Lost Course Hero Video Collection – study guide</p> <p>Behind the Scenes: Season 1 Episode 3 The Creature from <i>Penny Dreadful</i></p>
Adam	Satan							
<p><b>Book X</b> - Adam and Eve have just eaten the forbidden fruit, and Adam is filled with remorse and despair. The language used by Adam captures the sense of isolation, self-loathing, and the awareness of being an outcast. Adam questions his creator, expressing a deep sense of regret and questioning the purpose of his existence. The creature, too, questions his creation and grapples with the anguish of being rejected by his maker and society.</p>	<p><b>Book IV</b> - Satan reflects on his fall from grace and the consequences of his rebellion against God. The language used by Satan conveys a sense of isolation, regret, and a desire for revenge. This passage helps draw parallels between Satan's exile and the creature's rejection and isolation in “Frankenstein.” Both characters experience a sense of displacement and harbor resentment towards their creators.</p>							

<p style="text-align: center;"><b>12</b></p>	<p><b>Skill 1.A</b> – Identify and describe what specific textual details reveal about a character, that character’s perspective and that character’s motives.</p>	<p>Analyzing Characterization in Satan’s Descent in Paradise Lost</p> <p>AP English Literature 2012 Practice Exam Public Version (full exam)  <b>Pages 8-9 Questions 24-33.</b></p> <ul style="list-style-type: none"> <li>• Students will practice best practices for tackling Multiple Choice questions in an AP exam. <ul style="list-style-type: none"> <li>➤ Read the excerpt aloud as a class, emphasizing key phrases and descriptive language.</li> <li>➤ Encourage students to visualize the scene and note any vivid imagery.</li> <li>➤ Have students work individually or in small groups to highlight or underline specific phrases or lines that contribute to the characterization of Satan. Encourage them to look for words that convey emotions, attitudes, or traits.</li> <li>➤ Ask students to share their highlighted phrases with the class, discussing how each chosen detail contributes to the overall characterization of Satan. Encourage critical thinking and interpretation.</li> </ul> </li> </ul> <p><b>Assign Reading III – Chapter XVII (page 922) to End (page 965)</b></p> <ul style="list-style-type: none"> <li>○ Students reading 7 pages a day (44 pages for this section) can complete the reading for end of unit.</li> </ul>		
<p style="text-align: center;"><b>13</b></p>	<p><b>Skill 1.B</b> – Explain the function of a character changing or remaining unchanged.</p> <p><b>Objective:</b> SWBAT analyze and discuss the development and changes of Victor Frankenstein and the creature exploring the factors that contribute to their</p>	<p><b>Socratic Seminar</b></p> <p>Literature and Composition, pages 852-922</p> <ul style="list-style-type: none"> <li>• Introduce the focus of the seminar: the characters Victor Frankenstein and the creature.</li> <li>• Discuss the Socratic seminar guidelines and expectations for participation, emphasizing the importance of using evidence from the text to support their points.</li> </ul> <p><b>Suggested questions:</b></p> <ol style="list-style-type: none"> <li>1. How has Victor Frankenstein changed or remained unchanged up to Chapter 16? What events or factors contribute to these changes?</li> <li>2. In what ways has the creature evolved as a character? Are there specific incidents that highlight this evolution?</li> </ol>	<p>Symbolism  Theme  Imagery  Characterization</p>	<p>Ted Ed: Plato’s Allegory of the Cave – Alex Gendler</p> <p>The Profound Meaning of Plato's Allegory of the Cave – After Skool (16:42)</p>

	transformations or lack thereof.	<p>3. How do Victor and the creature's paths intersect or diverge, and what impact does this have on their characters?</p> <p><b>OR</b></p> <p><b>Page 966 Questions 10-13</b> from <i>Literature and Composition</i> textbook</p> <p><b>OR</b></p> <p><b>Teaching Idea on page 909:</b> The monster wishes to unlearn some knowledge. Introduce Plato's "Allegory of the Cave" and discuss the monster's relationship with his newfound knowledge in Chapter XIII.</p>		
14	<b>Skill 3.F</b> – Explain the function of conflict in a text.	<p>Conflict</p> <p>Literature and Composition – Chapter 17 pages 922-924</p> <p><i>The creature has suffered immense rejection and isolation from society. He is acutely aware of his grotesque appearance, which has caused people to fear and reject him. He has experienced firsthand the cruelty and prejudice of humanity, leading to a profound sense of loneliness and despair. In his plea to Victor, the creature expresses the hope that a female companion would mitigate his isolation and provide him with the companionship and understanding he craves.</i></p> <ul style="list-style-type: none"> <li>• Explore the creature's perspective and emotions. <ul style="list-style-type: none"> <li>○ What does he hope to achieve with a female companion?</li> </ul> </li> <li>• Discuss Victor's internal conflict and the moral implications of creating another being.</li> <li>• Consider the broader themes in the novel, such as the consequences of playing God and the societal rejection of those who are different.</li> </ul> <p><b>Ethical Dilemma Debate:</b></p> <ul style="list-style-type: none"> <li>• Divide the class into small groups.</li> <li>• Assign each group a specific aspect of the ethical dilemma presented in Chapter 17 (e.g., the morality of creating life, the potential consequences for society).</li> <li>• Have each group prepare arguments and counterarguments based on the text to engage in a structured debate.</li> <li>• Encourage students to draw connections between the text and real-world ethical considerations in scientific advancements.</li> </ul>	Conflict Themes Human Condition	
	<b>Objective:</b> SWBAT identify and analyze Chapter 17 of "Frankenstein" to understand the conflict within the creature as he requests a female companion, exploring themes of isolation, morality, and the consequences of scientific creation.			

15	<p><b>Skill 1.C</b> – Explain the function of contrasting characters.</p> <p><b>Skill 3.D</b> – Explain the function of contrasts within a text.</p> <hr/> <p><b>Objective:</b> SWBAT analyze and understand the contrasting characters of Victor Frankenstein and Henry Clerval and examine the comparisons of their characterization at the beginning of the novel and in Chapters 18-20</p>	<p>Exploring the De Lacey Family Subplot – Chapters 18-20 Literature and Composition, pages 925-938</p> <p><b>Activity - Character Analysis:</b></p> <ul style="list-style-type: none"> <li>• In pairs or small groups, students will create character analysis charts for both Victor Frankenstein and Henry Clerval.</li> <li>• Include categories such as personality, ambitions, relationships, and attitudes towards scientific pursuits.</li> <li>• Use specific quotes and examples from the text to support their analysis.</li> <li>• Discuss the key traits, motivations, and roles of both characters.</li> <li>• Explore the friendship dynamic between Victor and Henry.</li> </ul> <p><b>Contrast in Victor's Reactions:</b></p> <ul style="list-style-type: none"> <li>• Discuss with the class Victor's reactions and emotions during the creation of the first creature.</li> <li>• Introduce the circumstances of Victor's attempt to create a second creature, emphasizing any changes in his mindset, emotions, or approach.</li> <li>• Facilitate a class discussion on the contrasts in Victor's reactions between the two creature creation attempts.</li> </ul>	Contrast	
16	<p><b>Skill 3.E</b> – Explain the function of a significant event or related set of significant events in a plot.</p> <hr/> <p><b>Objective:</b> SWBAT analyze the pivotal event of Elizabeth's death in “Frankenstein” and understand its role in shaping the plot, character development, and themes of the novel.</p>	<p>The Significance of Elizabeth's Death in “Frankenstein” Literature and Composition, pages 938-952</p> <ul style="list-style-type: none"> <li>• The death of Elizabeth holds profound significance in the novel, influencing key themes, character development, and the overall narrative.</li> </ul> <p><b>Notable Aspects:</b></p> <ul style="list-style-type: none"> <li>• Tragedy and Gothic Element: <ul style="list-style-type: none"> <li>○ Elizabeth's death is a tragic event that adds to the Gothic atmosphere of the novel. The death of an innocent character, particularly a character associated with light and goodness, contributes to the overall sense of doom and darkness.</li> </ul> </li> <li>• Revenge and Consequences: <ul style="list-style-type: none"> <li>○ Elizabeth's death underscores the theme of the repercussions of playing God and meddling with the natural order. Victor's abandonment of the creature and the creature's subsequent acts of revenge culminate in the tragic death of Elizabeth.</li> </ul> </li> <li>• Exploration of Morality: <ul style="list-style-type: none"> <li>○ It raises issues about the responsibility of creators for their creations and the ethical implications of scientific</li> </ul> </li> </ul>	Plot Diagram Sequence of Events Conflict Theme	

		<p>experimentation. The consequences of Victor's actions highlight the potential dangers of unchecked scientific ambition.</p> <ul style="list-style-type: none"> <li>• Reflection of the Human Condition: <ul style="list-style-type: none"> <li>○ Elizabeth's death reflects the broader human condition and the inevitability of suffering. It resonates with themes of mortality, loss, and the fragility of human existence. The novel grapples with the consequences of playing with the forces of life and death.</li> </ul> </li> <li>➤ Divide the class into small groups.</li> <li>➤ Assign each group a specific aspect to focus on, such as character reactions, symbolism, or thematic connections.</li> <li>➤ Have groups create a visual representation or chart to present their findings to the class.</li> </ul>		
17	<p><b>Skill 4.D</b> – Explain how a narrator’s reliability affects a narrative.</p> <hr/> <p><b>Objective:</b> SWBAT analyze Robert Walton's role as a narrator in "Frankenstein" and evaluate his reliability, exploring how it affects the overall narrative.</p>	<p>Analyzing Robert Walton's Reliability as a Narrator in "Frankenstein" Literature and Composition, pages 957-965</p> <p>Robert Walton, the Arctic explorer who serves as the frame narrator is generally considered a reliable narrator. His account of Victor Frankenstein's story, as told by Victor himself, is presented as accurately as he understands it. However, it's <b>essential</b> to recognize certain limitations and potential biases in Walton's narration:</p> <ul style="list-style-type: none"> <li>➤ <b>Limited Perspective:</b> Walton's knowledge of Victor's story is based solely on Victor's own narrative. As a result, his understanding is limited to what Victor chooses to disclose, and he may not have a complete picture of Victor's motivations or the consequences of his actions.</li> <li>➤ <b>Emotional Connection:</b> Walton expresses admiration for Victor's ambition and determination. This admiration might influence Walton's objectivity, as he might be more inclined to sympathize with Victor's perspective, potentially affecting the way he presents the events.</li> <li>➤ <b>Isolation and Desperation:</b> Walton is isolated in the Arctic and desperate for companionship. This isolation might make him more susceptible to empathizing with Victor's loneliness and desperation, potentially biasing his interpretation of events.</li> </ul> <p><b>Group Analysis:</b></p> <ul style="list-style-type: none"> <li>• Divide the class into small groups and assign each group a specific part of Walton's letters.</li> </ul>	<p>Reliable Narrator Unreliable Narrator Characterization</p>	

		<ul style="list-style-type: none"> <li>• Instruct each group to analyze Walton's reliability by discussing the consistency of his narrative, his biases, and any potential limitations in his understanding.</li> <li>• Discuss how Walton's reliability (or lack thereof) influences the reader's perception of Victor Frankenstein and the overall story.</li> <li>• Have students reflect on how understanding Walton's reliability enhances their comprehension of "Frankenstein" and its themes.</li> </ul>		
18	<p><b>Skill 7.A</b> –Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</p> <p><b>Objective:</b> SWBAT engage in a Socratic seminar to analyze and discuss the prevalent themes in Mary Shelley's "Frankenstein," fostering critical thinking, textual evidence use, and collaborative dialogue.</p>	<p>Exploring Themes in “Frankenstein” through Socratic Seminar</p> <p><u>Discussion Rounds</u></p> <ul style="list-style-type: none"> <li>• Divide the class into small groups. Each group will focus on one or two themes. In each round, students will discuss specific questions related to the themes assigned to their group.</li> </ul> <p><u>Rotation and Synthesis</u></p> <ul style="list-style-type: none"> <li>• Rotate groups to allow students to discuss multiple themes. After each round, have a brief whole-class synthesis where students share key insights and connections.</li> </ul> <p><b>Sample Themes:</b></p> <ol style="list-style-type: none"> <li><b>1. Ambition and Hubris</b> <ol style="list-style-type: none"> <li>a. How does the pursuit of knowledge and glory lead to tragic consequences for Victor?</li> <li>b. Can ambition and the desire for scientific achievement be inherently destructive, or is it the unchecked pursuit without ethical considerations that leads to harm?</li> </ol> </li> <li><b>2. Ethics of Science and Technology</b> <ol style="list-style-type: none"> <li>a. In what ways does Mary Shelley explore the ethical implications of scientific experimentation?</li> <li>b. Is there a moral responsibility associated with scientific discovery, and if so, how does Victor Frankenstein fail in this regard?</li> </ol> </li> <li><b>3. Isolation and Alienation</b> <ol style="list-style-type: none"> <li>a. To what extent is the creature's alienation a result of society's prejudices and preconceptions?</li> <li>b. How does Mary Shelley use isolation as a narrative device to explore deeper psychological and emotional themes?</li> </ol> </li> <li><b>4. Nature vs. Nurture</b> <ol style="list-style-type: none"> <li>a. How does the creature's development challenge the nature vs. nurture debate?</li> </ol> </li> </ol>		

		<p>b. To what extent is Victor Frankenstein responsible for the creature's actions, considering the role of both nature and nurture?</p> <p>c. Are there moments in the novel where nature and the natural environment symbolize specific themes or emotions?</p> <p><b>5. Prejudice and Discrimination</b></p> <p>a. Analyze the ways in which society's prejudices impact the creature's life. How does his appearance influence the way he is treated?</p> <p>b. In what ways does "Frankenstein" comment on the destructive nature of judging others based on superficial characteristics?</p> <p>c. Can you draw parallels between the creature's experiences and real-world instances of prejudice and discrimination?</p> <p><b>6. Responsibility and Consequences</b></p> <p>a. How does Victor Frankenstein's failure to take responsibility for his creation contribute to the unfolding tragedy?</p> <p>b. In what ways does the theme of responsibility extend beyond Victor to other characters in the novel?</p> <p>c. What broader societal messages about responsibility and consequences can be gleaned from "Frankenstein"?</p>		
19	<p><b>Skill 7.B</b> – Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p> <p><b>Objective:</b> SWBAT craft a well-structured thesis statement that conveys a defensible claim about an interpretation of "Frankenstein" in</p>	<p>Crafting Strong Thesis Statements for AP Literature Essays</p> <p><b>Teacher Selections:</b></p> <ul style="list-style-type: none"> <li>• Present a sample AP Literature Q3 Prompt(s) to the class.</li> <li>• Discuss key elements of the prompt(s), such as the literary work mentioned, the central theme or idea, and any specific instructions.</li> <li>• Encourage students to underline or highlight crucial information in the prompt(s) that will guide their thesis statement.</li> </ul> <p>Below is a quick reference snapshot of the year and topic addressed in the prompts. You can find all materials to the prompts via the AP English Literature College Board website.</p>		

	response to AP English Literature Q3 Prompts.	2021	Open	houses as a symbol	2.B			
		2019	Open	consequences of idealism	1.A			
		2018	Open	literal or figurative gift	1.A	5.C		
		2017	Open	unusual or mysterious origins	1.A			
		2016	Open	motives and deception	1.A	1.D		
		2015	Open	cruelty	1.D	3.E		
		2014	Open	sacrifice illuminates values	1.A	1.E		
		2013	Open	moment in bildungsroman	1.B			
		2012	Open	surroundings affect character	2.A	2.C		
		2011	Open	justice	3.E	3.F		
		2010	Open	exile	2.C	3.E		
		2009	Open	a symbol	5.C			
		2008	Open	foil	1.E	3.F		
		2007	Open	relationship to the past	3.E	3.F		
		2006	Open	role of country setting	2.C	5.C		
		2004	Open	central question and answers	3.F	4.C		
		2003	Open	suffering and tragic figure	1.B	1.D		
		2002	Open	morally ambiguous character	1.E			
		2001	Open	delusion as reasonable	1.E	3.F		
		2000	Open	investigation of a mystery	3.A	3.B		
		1999	Open	competing forces	1.E	3.F		
20	<p><b>Skill 7.A</b> – Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</p> <p><b>Skill 7.C</b> – Develop commentary that establishes and explains relationships among textual evidence, the line of</p>	<p>Drafting a Literary Analysis Response</p> <p>This lesson will use the previous day selected prompts to draft responses.</p> <p><u>Key Points:</u></p> <ol style="list-style-type: none"> <li>1. Deconstruct (unpack the prompt)</li> <li>2. Create an outline of argument, claims, evidence to draft line of reasoning</li> <li>3. Revise, Edit and Solidify a Thesis statement (previous day lesson) <ol style="list-style-type: none"> <li>a. ROW A (scoring rubric) – 0-1 points</li> <li>b. Optional to mimic/use a sample thesis from College Board sample essays</li> </ol> </li> <li>4. Draft Body Paragraphs <ol style="list-style-type: none"> <li>a. ROW B (scoring rubric) – 0-4 points</li> <li>b. Claims, Evidence, Commentary, Line of Reasoning</li> </ol> </li> </ol>						

	reasoning, and the thesis.	<p>5. Color coding exemplar essays to identify scoring</p> <ol style="list-style-type: none"> <li>Row A – Thesis 0-1 point</li> <li>Row B – Evidence and Commentary 0, 1, 2, 3, or 4 points</li> <li>Row C – Sophistication 0-1 point (<i>not the focus in Unit 3 until semester 2</i>)</li> </ol>		
	<p><b>Objective:</b> SWBAT develop literary argumentation to write a literary analysis essay.</p>			

21	<p><b>Skill 7.B</b> – Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</p>	<p>Crafting Strong Thesis Statements for AP Literature Essays</p> <p><b>Teacher Selections:</b></p> <ul style="list-style-type: none"> <li>Present a sample AP Literature Q2 Prompt(s) to the class.</li> <li>Discuss key elements of the prompt(s), such as the literary work mentioned, the central theme or idea, and any specific instructions.</li> <li>Encourage students to underline or highlight crucial information in the prompt(s) that will guide their thesis statement.</li> </ul> <p>Below is a quick reference snapshot of the year and topic addressed in the prompts. You can find all materials to the prompts via the AP English Literature College Board website.</p>																																																																																																																																																										
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