

**AP ENGLISH LITERATURE
AND COMPOSITION**

UNIT 1

**Short
Fiction I**



~10
CLASS PERIODS

The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is set against a light blue circular background that has a subtle gradient and a thin white border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 1

Multiple-choice: ~20 questions

Free-response: 2 passages with shorter task

- Contemporary Prose: short story excerpt or microfiction (partial)

Short Fiction I



Developing Understanding

BIG IDEAS

Character **CHR**

Setting **SET**

Structure **STR**

Narration **NAR**

Literary

Argumentation **LAN**

Understanding character, setting, plot, and narrator are fundamental to interpreting fiction. Unit 1 builds on student understandings of these fundamentals from previous courses while establishing a foundation for the skills and knowledge necessary for this course. Students begin to examine how these fundamental elements function in a text.

Building Course Skills

Too often, students are rushed into writing full essays without having honed the skills of crafting a claim and defending it with textual evidence. Students will benefit from frequent practice during this unit writing paragraphs that include a claim that demands defense and the textual evidence that furnishes that defense. Have students practice a variety of strategies for capturing the details they glean from a text about the character, setting, plot, or narrator, and teach them how to then examine that cluster of potential evidence for patterns or relationships that could enable them to make a claim that such details could then be used to defend.

When students have begun to generate patterns of evidence and a related claim, have them practice various paragraph structures, such as placing the claim at the start of the paragraph, followed by the evidence, and placing the claim at the end of the paragraph, as the culmination of the evidence.

Preparing for the AP Exam

One of the greatest initial challenges for students in literature classes is developing claims that are an interpretation of the text and thus require defense with textual evidence rather than mere statements of fact that require no defense. In other words, many students have difficulty moving beyond simplistic claims that require no

defense, like “In ‘Everyday Use,’ Maggie is shy,” to writing claims that are less obvious and require a defense with textual evidence, like “In ‘Everyday Use,’ Maggie values her heritage more than Dee does.” By keeping the writing tasks in this unit focused on paragraphs rather than full essays, the likelihood of students receiving specific, consistent, and sustained feedback on the quality of the claims they are developing vastly increases. Until students can read closely for evidence and then use that evidence to construct a claim that requires defending, it will be difficult for them to develop full essays with thesis statements and clear lines of reasoning. Each day, students should practice assembling evidence and developing claims, starting with one paragraph consisting of a claim with evidence, and then generating several claims about a short story, each communicated in its own paragraph with supporting evidence.

Teachers can use this unit to teach students standard punctuation for incorporating details from the text into evidence sentences—how to introduce and quote specific words and phrases from a text, and how to reference the text without unnecessary or diffuse summarizing of nonessential information. In fact, summarizing rather than brief citation of relevant evidence to defend a claim is one of the most common weaknesses students demonstrate on the AP English Literature and Composition Exam.

UNIT OVERVIEW

While the skills outlined in this unit represent the required course content, teachers are free to teach the skills within the unit in any order they choose. Teachers should strategically select literary works that will provide students with good opportunities to develop these skills, keeping in mind that a single literary work might be used to teach a range of skills.

Enduring Understanding	Skill	Essential Knowledge
<p>CHR-1 Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</p>	<p>1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</p>	<p>CHR-1.A Description, dialogue, and behavior reveal characters to readers.</p>
		<p>CHR-1.B Descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves.</p>
		<p>CHR-1.C Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships.</p>
		<p>CHR-1.D A character’s perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text.</p>
<p>SET-1 Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</p>	<p>2.A Identify and describe specific textual details that convey or reveal a setting.</p>	<p>SET-1.A Setting includes the time and place during which the events of the text occur.</p>
<p>STR-1 The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.</p>	<p>3.A Identify and describe how plot orders events in a narrative.</p>	<p>STR-1.A Plot is the sequence of events in a narrative; events throughout a narrative are connected, with each event building on the others, often with a cause-and-effect relationship.</p>
		<p>STR-1.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.</p>
	<p>3.B Explain the function of a particular sequence of events in a plot.</p>	<p>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.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>NAR-1</p> <p>A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.</p>	<p>4.A Identify and describe the narrator or speaker of a text.</p>	<p>NAR-1.A</p> <p>Narrators or speakers relate accounts to readers and establish a relationship between the text and the reader.</p> <p>NAR-1.B</p> <p>Perspective refers to how narrators, characters, or speakers see their circumstances, while point of view refers to the position from which a narrator or speaker relates the events of a narrative.</p> <p>NAR-1.C</p> <p>A speaker or narrator is not necessarily the author.</p>
	<p>4.B Identify and explain the function of point of view in a narrative.</p>	<p>NAR-1.D</p> <p>The point of view contributes to what narrators, characters, or speakers can and cannot provide in a text based on their level of involvement and intimacy with the details, events, or characters.</p> <p>NAR-1.E</p> <p>Narrators may also be characters, and their role as characters may influence their perspective.</p> <p>NAR-1.F</p> <p>First-person narrators are involved in the narrative; their relationship to the events of the plot and the other characters shapes their perspective.</p> <p>NAR-1.G</p> <p>Third-person narrators are outside observers.</p> <p>NAR-1.H</p> <p>Third-person narrators' knowledge about events and characters may range from observational to all-knowing, which shapes their perspective.</p> <p>NAR-1.I</p> <p>The outside perspective of third-person narrators may not be affected by the events of the narrative.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
LAN-1 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. LAN-1.B A claim is a statement that requires defense with evidence from the text. LAN-1.C In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide possible ways to integrate the content from the unit into classroom instruction. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways they approach teaching some of the skills in this unit. Please refer to the Instructional Approaches section beginning on p. 113 for more examples of activities. **Any texts referenced are not required but are used here simply to provide a context for activities.**

Activity	Skill	Sample Activity
1	Skill 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	Instruct students to divide Chopin's "The Story of an Hour" into four short sections: (1) hearing the news, (2) holding back, (3) letting go, and (4) the revelation. Have students explain how each section of the story reveals additional information about Mrs. Mallard. Identify a text (e.g., "The Story of an Hour") that is accessible to students, is rich in its ability to address multiple facets of course content, and provides opportunities for students to practice multiple skills. Each time students are introduced to new knowledge and skills—regarding character, for example—they return to the mentor text.
2	Skill 2.A Identify and describe specific textual details that convey or reveal a setting.	Divide students into small groups, and assign each group a section of Faulkner's "A Rose for Emily." Have students list the specific details (e.g., physical descriptions, daily manner of living, etc.) from the text that indicate the setting. Each group then writes a brief explanation of the details of setting in their section, including textual evidence. Students do a gallery walk and then connect the setting details from the whole story to draw conclusions about the meaning of setting.
3	Skill 4.A Identify and describe the narrator or speaker of a text.	As they read, have students individually take notes on the point of view and perspective of the narrator in "A Rose for Emily." In their notes, they should consider Faulkner's choice to involve a towns person in the story rather than write in third person.
4	Skill 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	Have students read "Girl" by Jamaica Kincaid. Then, as you model prewriting and drafting a paragraph that makes a claim about "Girl" accompanied by textual evidence that supports that claim, have students write with you and contribute ideas. Then, have them follow the same writing process to draft their own paragraph that establishes a claim and supports that claim with evidence.

**AP ENGLISH LITERATURE
AND COMPOSITION**

UNIT 2

Poetry I



~10
CLASS PERIODS

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Personal Progress Check 2

Multiple-choice: ~20 questions

Free-response: 2 passages with shorter task

- 20th-Century/Contemporary Poetry (partial)

Poetry I



Developing Understanding

BIG IDEAS

Character **CHR**

Structure **STR**

Figurative

Language **FIG**

Literary

Argumentation **LAN**

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. To help students make the transition from prose to poetry, begin the unit with poems that describe or reveal a character so that students can continue to practice the skill of character analysis that they began in Unit 1. (Consider including poems in which characters are the speakers, as in dramatic monologues like Browning’s “My Last Duchess” and Tennyson’s “Ulysses,” and poems in which characters are the subjects of the poem, as in Bishop’s “The Prodigal.”) 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.

Building Course Skills

Because line and stanza breaks in a poem often separate thoughts, images, and ideas, help students slow down and work through a poem part by part to develop a baseline understanding of what a poem is literally communicating. This unit also provides students with opportunities to study comparisons and contrasts within a poem; such patterns in a text often contribute to the poem’s meanings and can inform students’ interpretations. Because so many texts convey meaning through metaphor, students should develop a strong ability in this unit to recognize a metaphor and what it is comparing. In later units, students will move from recognizing what the metaphor is comparing to explaining the way specific metaphors contribute to the student’s interpretation of the text.

Continue to focus on paragraph-length writing tasks in which students craft a claim that requires defense with evidence from the text.

Preparing for the AP Exam

The poetry essay often has lower scores than the other essays, suggesting that students find reading and interpreting poetry challenging. Since the consistent difference between poetry and prose is the arrangement of the text into lines and stanzas, it is important that students experience a variety of different ways poets organize poems. Help students gain confidence by looking carefully at each stanza within the overarching structure. This will also help them gain a basic understanding of how poems are built. Then, by examining comparisons, specific word choices, and the differences between stanzas, students can begin to assemble a body of evidence from which they can generate a claim that requires defense.

UNIT OVERVIEW

While the skills outlined in this unit represent the required course content, teachers are free to teach the skills within the unit in any order they choose. Teachers should strategically select literary works that will provide students with good opportunities to develop these skills, keeping in mind that a single literary work might be used to teach a range of skills.

Enduring Understanding	Skill	Essential Knowledge
<p>CHR-1 Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</p>	<p>1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.</p>	<p>CHR-1.E Characters reveal their perspectives and biases through the words they use, the details they provide in the text, the organization of their thinking, the decisions they make, and the actions they take.</p>
<p>STR-1 The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.</p>	<p>3.C Explain the function of structure in a text.</p>	<p>STR-1.D Line and stanza breaks contribute to the development and relationship of ideas in a poem.</p> <p>STR-1.E The arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem.</p> <p>STR-1.F A text's structure affects readers' reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and their placement within the text as a whole.</p>
	<p>3.D Explain the function of contrasts within a text.</p>	<p>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.</p> <p>STR-1.H Contrasts are the result of shifts or juxtapositions or both.</p> <p>STR-1.I Shifts may be signaled by a word, a structural convention, or punctuation.</p> <p>STR-1.J Shifts may emphasize contrasts between particular segments of a text.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>FIG-1</p> <p>Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</p>	<p>6.B Explain the function of specific words and phrases in a text.</p>	<p>FIG-1.A</p> <p>An antecedent is a word, phrase, or clause that precedes its referent. Referents may include pronouns, nouns, phrases, or clauses.</p> <p>FIG-1.B</p> <p>Referents are ambiguous if they can refer to more than one antecedent, which affects interpretation.</p> <p>FIG-1.C</p> <p>Words or phrases may be repeated to emphasize ideas or associations.</p> <p>FIG-1.D</p> <p>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.</p>
	<p>6.A Identify and explain the function of a simile.</p>	<p>FIG-1.E</p> <p>A simile uses the words “like” or “as” to liken two objects or concepts to each other.</p> <p>FIG-1.F</p> <p>Similes liken two different things to transfer the traits or qualities of one to the other.</p> <p>FIG-1.G</p> <p>In a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject.</p>
	<p>6.B Identify and explain the function of a metaphor.</p>	<p>FIG-1.H</p> <p>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.</p> <p>FIG-1.I</p> <p>In a metaphor, as in a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject.</p> <p>FIG-1.J</p> <p>Comparisons between objects or concepts draw on the experiences and associations readers already have with those objects and concepts.</p> <p>FIG-1.K</p> <p>Interpretation of a metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
LAN-1 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. LAN-1.B A claim is a statement that requires defense with evidence from the text. LAN-1.C In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.

INSTRUCTIONAL PLANNING PAGE

This page provides a place to plan instruction and pacing for each unit. When planning, be sure to:

- Regularly integrate composition skills when teaching literary analysis.
- Select texts and tasks that best facilitate students' learning of the required skills and essential knowledge for this unit.
- Schedule time at the end of the unit for students to write the **Personal Progress Check (PPC) essay** at home online, in class online, or in class with paper and pencil.
- Schedule a separate class period for the **PPC multiple-choice questions**, which can only be administered online, if you want students to do this in class. (Alternatively, the AP Program recommends assigning the PPC multiple-choice questions as homework.)
- Reserve a class period for additional teaching and practice of any skills identified by the PPC multiple-choice question results as challenging for your students.

		Class Period(s)
Literary Selection	Selected Skill(s) and Essential Knowledge	~10 CLASS PERIODS



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 2. Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide possible ways to integrate the content from the unit into classroom instruction. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways they approach teaching some of the skills in this unit. Please refer to the Instructional Approaches section beginning on p. 113 for more examples of activities. **Any texts referenced are not required but are used here simply to provide a context for activities.**

Activity	Skill	Sample Activity
1	Skill 3.C Explain the function of structure in a text.	Have students read “I Am Offering This Poem” by Jimmy Santiago Baca. Noting that the poem has four stanzas divided by the phrase “I love you,” have students read and paraphrase each of the stanzas. Then have them explore how each stanza conveys meaning on its own but also relates to the stanza that comes before and after it.
2	Skill 3.D Explain the function of contrasts within a text.	During an analysis of Langston Hughes’s “Theme for English B,” have students read along with you while you mark the text for contrasts, such as shifts and juxtapositions. Mark the words, punctuation, and/or structures that signal the contrast. Then, with the students, discuss what exactly is contrasted and how these contrasts convey meaning.
3	Skill 5.B Explain the function of specific words and phrases in a text.	Have students read Elizabeth Bishop’s “The Fish.” In a double-entry journal entry, on the left side, ask students to include the lines from “I stared and stared / and victory filled up . . .” to the end of the poem. The poem ends with “rainbow, rainbow, rainbow! / And I let the fish go.” On the right side of the journal entry, ask students to write their ideas about why the word “rainbow” is repeated and what ideas or associations are emphasized through this repetition.
4	Skill 6.A Identify and explain the function of a simile. OR Skill 6.B Identify and explain the function of a metaphor.	After students have read Baca’s “I Am Offering This Poem,” have them identify an individual simile or metaphor in the poem in a whole-group setting. Explain to them how the two objects are compared, paying particular attention to the specific compared traits of the objects. Then, explain how the comparison conveys associations and contributes to meaning. Next, in pairs, students identify another simile or metaphor in the poem. The pairs work together to explain how the two objects are compared and then explain how particular associations convey meaning. Finally, have students work on their own to identify another simile or metaphor in the poem and repeat the same process.
5	Skill 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	Have students read John Donne’s “The Sun Rising” and give them the following claim about the poem: <i>The speaker believes himself to be more powerful and important than the sun.</i> Have students engage in a quickwrite of a paragraph in which they identify textual evidence and explain how the evidence supports the claim. Then, have them share their ideas with peers and revise their evidence and explanations based on the discussion.

**AP ENGLISH LITERATURE
AND COMPOSITION**

UNIT 3

**Longer Fiction
or Drama I**



~17
CLASS PERIODS



Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 3

Multiple-choice: ~20 questions

Free-response: 2 questions

- 20th-Century/Contemporary Prose (partial)
- Literary Argument

Longer Fiction or Drama I



Developing Understanding

BIG IDEAS

Character **CHR**

Setting **SET**

Structure **STR**

Literary

Argumentation **LAN**

Unit 3 focuses on one or more extended narratives of the teacher's selection, exploring the development of characters, conflicts, and plots and how these relate and contribute to the representation of values. To help students continue to develop the skill of analyzing characters, select one or more novellas, novels, or plays in which a character's perspective shifts over the course of the narrative, and in which the character's actions or inactions reveal the character's motives. Select the text(s) to provide examples of conflict between a character and outside forces that obstruct as well as examples of internal conflict between competing values within a character.

Building Course Skills

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. Having practiced claim-and-evidence paragraphs in Units 1 and 2, Unit 3 adds significant complexity as students 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.

Preparing for the AP Exam

Going into the exam, students need to know a few texts very well. The literary argument question is written to accommodate a wide range of novels and dramas. There is no canon of expected texts, nor are students rewarded or penalized for choosing texts included on the question's accompanying list. Often, essays that perform well are written by students who clearly have an interest in the text they choose. Help students navigate longer works by focusing on details important to interpretations of the work as a whole, not just facts for summary. Many students make the mistake of summarizing too much of a text and then simply telling the reader that it means something. Though a particular idea or detail in a summary may be appropriate to the analysis, students should focus on the most relevant aspects of that detail and be certain to explain how it relates to an interpretation of the work as a whole.

UNIT OVERVIEW

While the skills outlined in this unit represent the required course content, teachers are free to teach the skills within the unit in any order they choose. Teachers should strategically select literary works that will provide students with good opportunities to develop these skills, keeping in mind that a single literary work might be used to teach a range of skills.

Enduring Understanding	Skill	Essential Knowledge
<p>CHR-1 Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</p>	<p>1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.</p>	<p>CHR-1.F The description of a character creates certain expectations for that character's behaviors; how a character does or does not meet those expectations affects a reader's interpretation of that character.</p> <p>CHR-1.G Details associated with a character and/or used to describe a character contribute to a reader's interpretation of that character.</p> <p>CHR-1.H Readers' understanding of a character's perspective may depend on the perspective of the narrator or speaker.</p> <p>CHR-1.I A character's perspective may shift during the course of a narrative.</p> <p>CHR-1.J When narrators, characters, or speakers compare another character to something or someone else, they reveal their perspective on the compared character and may also reveal something innate about the compared character.</p> <p>CHR-1.K Readers can infer a character's motives from that character's actions or inactions.</p>
	<p>1.B Explain the function of a character changing or remaining unchanged.</p>	<p>CHR-1.L A dynamic character who develops over the course of the narrative often makes choices that directly or indirectly affect the climax and/or the resolution of that narrative.</p> <p>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.</p> <p>CHR-1.N Some characters remain unchanged or are largely unaffected by the events of the narrative.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>SET-1</p> <p>Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</p>	<p>2.A Identify and describe specific textual details that convey or reveal a setting.</p>	<p>SET-1.B</p> <p>Setting includes the social, cultural, and historical situation during which the events of the text occur.</p>
	<p>STR-1</p> <p>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.</p>	<p>3.E Explain the function of a significant event or related set of significant events in a plot.</p>
	<p>3.F Explain the function of conflict in a text.</p>	<p>STR-1.N</p> <p>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.</p> <p>STR-1.O</p> <p>A text may contain multiple conflicts. Often two or more conflicts in a text intersect.</p> <p>STR-1.P</p> <p>A primary conflict can be heightened by the presence of additional conflicts that intersect with it.</p> <p>STR-1.Q</p> <p>Inconsistencies in a text may create contrasts that represent conflicts of values or perspectives.</p>
<p>LAN-1</p> <p>Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>	<p>7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</p>	<p>LAN-1.A</p> <p>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.</p> <p>LAN-1.B</p> <p>A claim is a statement that requires defense with evidence from the text.</p> <p>LAN-1.C</p> <p>In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>	<p>7.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>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.</p>
	<p>7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p>	<p>LAN-1.E A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</p> <p>LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</p>
	<p>7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>	<p>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.</p>
		<p>LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</p>
		<p>LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.</p>
		<p>LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</p>
		<p>LAN-1.K Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</p>
<p>7.E Demonstrate control over the elements of composition to communicate clearly.</p>		<p>LAN-1.L Grammar and mechanics that follow established conventions of language allow writers to clearly communicate their interpretation of a text.</p>

INSTRUCTIONAL PLANNING PAGE

This page provides a place to plan instruction and pacing for each unit. When planning, be sure to:

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- Select texts and tasks that best facilitate students' learning of the required skills and essential knowledge for this unit.
- Schedule time at the end of the unit for students to write the **Personal Progress Check (PPC) essay** at home online, in class online, or in class with paper and pencil.
- Schedule a separate class period for the **PPC multiple-choice questions**, which can only be administered online, if you want students to do this in class. (Alternatively, the AP Program recommends assigning the PPC multiple-choice questions as homework.)
- Reserve a class period for additional teaching and practice of any skills identified by the PPC multiple-choice question results as challenging for your students.

		Class Period(s)
Literary Selection*	Selected Skill(s) and Essential Knowledge	~17 CLASS PERIODS



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 3. Review the results in class to identify and address any student misunderstandings.

*Divide the novel(s) and/or play(s) you select into chapters, sections, acts, or scenes to which you will assign the skills and essential knowledge from this unit.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide possible ways to integrate the content from the unit into classroom instruction. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways they approach teaching some of the skills in this unit. Please refer to the Instructional Approaches section beginning on p. 113 for more examples of activities. **Any texts referenced are not required but are used here simply to provide a context for activities.**

Activity	Skill	Sample Activity
1	Skill 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.	Highlight Polonius's claim that Hamlet is mad (2.2.223–224). Have one half of the class select textual evidence for this claim and the other half against this claim. Use this evidence to support group conclusions and reasoning in a debate.
2	Skill 1.B Explain the function of a character changing or remaining unchanged.	After having students read Chapter 9 of Zora Neale Hurston's <i>Their Eyes Were Watching God</i> , ask them to use a T-chart to describe Janie's character (e.g., physical appearance, actions, dialogue, thoughts, reactions to other characters) before and after Jody's funeral. Then, have students use this organizer to explain why Janie changes and the meaning of this change.
3	Skill 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	Have students draft a literary argument that analyzes how Hamlet's "To be or not to be" soliloquy reveals his conflicting perspectives and motives, particularly through the contrasting ideas and images in the soliloquy. In pairs, ask students to read each other's arguments and critique the degree to which the peer has justified their claims through clear, logical explanations that articulate relationships among textual evidence, the line of reasoning, and the thesis.

**AP ENGLISH LITERATURE
AND COMPOSITION**

UNIT 4

**Short
Fiction II**



~17
CLASS PERIODS

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Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 4
Multiple-choice: ~30 questions
Free-response: 1 question

- 20th Century/Contemporary Prose (partial)

Short Fiction II



Developing Understanding

BIG IDEAS

Character **CHR**

Setting **SET**

Structure **STR**

Narration **NAR**

Literary

Argumentation **LAN**

Characters, plots, and dramatic situations—like people and events in the real world—are complex and nuanced. While previous units have established and examined the fundamentals of fiction, Unit 4 introduces the complexities of characters, the nuances of dramatic situations, and the complications of literary conflicts. The various contrasts an author introduces necessarily affect the interpretations that students make; therefore, students should learn to account for these elements as they choose evidence and develop the commentary that explains their thinking.

Building Course Skills

Students should practice tracing characters' choices, perspectives, and relationships throughout a text to become adept at identifying patterns and breaks in patterns. In developing this skill, students can explore character complexity in this unit as well as prepare for later units in which they will examine characters' inconsistencies and interpret possible meanings those inconsistencies convey.

Through formal and informal writing exercises, let students practice explaining how different details or literary elements in a text interact and how their relationships contribute to the students' interpretations. As students write, help them develop body paragraphs that articulate explicit relationships among their claims, reasoning, and evidence.

Preparing for the AP Exam

As students make claims in essays about their interpretations and explain how details from a text support those claims, they often fail to see how different parts of a text or elements in a text work together and affect one another. This understanding is essential to the multiple-choice section of the exam as some questions may require a student to consider multiple elements as they choose their answer. For example, an image embedded in a metaphor affects the interpretation of that metaphor. In addition, this unit explores several aspects of narration, such as tone and stream of consciousness. Accordingly, be sure to select short fiction that will provide students with good examples of the essential knowledge statements.

UNIT OVERVIEW

While the skills outlined in this unit represent the required course content, teachers are free to teach the skills within the unit in any order they choose. Teachers should strategically select literary works that will provide students with good opportunities to develop these skills, keeping in mind that a single literary work might be used to teach a range of skills.

Enduring Understanding	Skill	Essential Knowledge
CHR-1 Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.	1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.	CHR-1.O The significance of characters is often revealed through their agency and through nuanced descriptions. CHR-1.P Characters’ choices—in speech, action, and inaction—reveal what they value.
	1.C Explain the function of contrasting characters.	CHR-1.Q The main character in a narrative is the protagonist; the antagonist in the narrative opposes the protagonist and may be another character, the internal conflicts of the protagonist, a collective (such as society), or nature. CHR-1.R Protagonists and antagonists may represent contrasting values.
	1.D Describe how textual details reveal nuances and complexities in characters’ relationships with one another.	CHR-1.S Conflict among characters often arises from tensions generated by their different value systems.
	SET-1 Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.	2.B Explain the function of setting in a narrative.
	2.C Describe the relationship between a character and a setting.	SET-1.D The environment a character inhabits provides information about that character.

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
STR-1 The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.	3.A Identify and describe how plot orders events in a narrative.	STR-1.R Some patterns in dramatic situations are so common that they are considered archetypes, and these archetypes create certain expectations for how the dramatic situations will progress and be resolved. Note: For the exam, students are not expected to identify or label archetypes.
	3.D Explain the function of contrasts within a text.	STR-1.S The differences highlighted by a contrast emphasize the particular traits, aspects, or characteristics important for comparison of the things being contrasted.
NAR-1 A narrator's or speaker's perspective controls the details and emphasizes that affect how readers experience and interpret a text.	4.A Identify and describe the narrator or speaker of a text.	NAR-1.J Narrators may function as characters in the narrative who directly address readers and either recall events or describe them as they occur.
	4.B Identify and explain the function of point of view in a narrative.	NAR-1.K Narrative distance refers to the physical distance, chronological distance, relationships, or emotional investment of the narrator to the events or characters of the narrative.
	4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	NAR-1.L Stream of consciousness is a type of narration in which a character's thoughts are related through a continuous dialogue or description.
		NAR-1.M The narrators', characters', or speakers' backgrounds and perspectives shape the tone they convey about subjects or events in the text.
		NAR-1.N Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.
		NAR-1.O The attitude of narrators, characters, or speakers toward an idea, character, or situation emerges from their perspective and may be referred to as tone.

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>LAN-1</p> <p>Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>	<p>7.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>LAN-1.D</p> <p>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.</p> <p>LAN-1.E</p> <p>A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</p>
	<p>7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p>	<p>LAN-1.F</p> <p>A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</p> <p>LAN-1.G</p> <p>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.</p> <p>LAN-1.M</p> <p>The body paragraphs of a written argument develop the reasoning and justify claims using evidence and providing commentary that links the evidence to the overall thesis.</p> <p>LAN-1.N</p> <p>Effective paragraphs are cohesive and often use topic sentences to state a claim and explain the reasoning that connects the various claims and evidence that make up the body of an essay.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>LAN-1</p> <p>Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>	<p>7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>	<p>LAN-1.H</p> <p>Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</p> <p>LAN-1.I</p> <p>Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.</p> <p>LAN-1.J</p> <p>Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</p> <p>LAN-1.K</p> <p>Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</p>
	<p>7.E Demonstrate control over the elements of composition to communicate clearly.</p>	<p>LAN-1.O</p> <p>Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.</p> <p>LAN-1.P</p> <p>Writers achieve coherence when the arrangement and organization of reasons, evidence, ideas, or details is logical. Writers may use transitions, repetition, synonyms, pronoun references, or parallel structure to indicate relationships between and among those reasons, evidence, ideas, or details.</p>

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide possible ways to integrate the content from the unit into classroom instruction. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways they approach teaching some of the skills in this unit. Please refer to the Instructional Approaches section beginning on p. 113 for more examples of activities. **Any texts referenced are not required but are used here simply to provide a context for activities.**

Activity	Skill	Sample Activity
1	Skill 2.B Explain the function of setting in a narrative.	After students have read Chopin's "The Story of an Hour," ask them to divide the text into sections in which the setting conveys a distinct mood or atmosphere. Then, have students mark the text in each section to indicate the words, phrases, clauses, and images that contribute to the mood or atmosphere.
2	Skill 4.B Identify and explain the function of point of view in a narrative.	As you read Jamaica Kincaid's "Girl" aloud, pause after a chunk of text to demonstrate your thinking about the stream of consciousness narration and how to comprehend what the narrator is literally saying. You could note the subject matter presented in the story in the margin of the text and discuss why that subject matter might be important to the interpretation of the text. You might also discuss your consideration of the voices—their identities, roles, and the information that can be gathered about them—and the effect of presenting them in a stream of consciousness narration.
3	Skill 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	Focusing on the last three paragraphs of Amy Tan's short story "Two Kinds," have students analyze Jing-mei's tone(s) by examining imagery and figurative language. Then, have them explain how the tone(s) in this last section of the story reveal Jing-mei's complicated relationship with her mother.

**AP ENGLISH LITERATURE
AND COMPOSITION**

UNIT 5

Poetry II



~17
CLASS PERIODS

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Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 5
Multiple-choice: ~25 questions
Free-response: 1 question

- Pre-20th-Century Poetry

Poetry II



Developing Understanding

BIG IDEAS

Structure **STR**

Figurative

Language **FIG**

Literary

Argumentation **LAN**

In this unit, students will continue to practice the interpretation of poetry, with a focus on the ways word choice, imagery, and comparisons can reveal meanings and shape interpretations of the text. Accordingly, choose poems for this unit that provide students with opportunities to identify, understand, and interpret imagery, extended metaphors, personification, and allusion.

Building Course Skills

Students expand their understanding of metaphor by examining the traits of compared objects and their significance in conveying meaning. This unit also introduces extended metaphor; therefore, students will need not only a proficient understanding of metaphor, but also skill in recognizing related patterns of images and/or other metaphors that work together. Skills related to extended metaphor are important to master here because students will examine conceits in Unit 8.

Students should encounter both closed and open poetic structures, and they will need multiple opportunities to practice recognizing structural patterns and analyzing

the relationship between poetic structure and meaning. This unit is the perfect context to remind students that there is no single “correct” interpretation. Give students opportunities to compare their claims about an interpretation of a text to others’ claims and to evaluate whether the reasoning and evidence of another’s argument justify an alternative interpretation of the text.

Preparing for the AP Exam

The Sample Instructional Activities page for this unit, as well as the “Developing Course Skills” section in the Instructional Approaches section, provide a number of suggestions for increasing students’ facility with the act of reading and interpreting poetry.

UNIT OVERVIEW

While the skills outlined in this unit represent the required course content, teachers are free to teach the skills within the unit in any order they choose. Teachers should strategically select literary works that will provide students with good opportunities to develop these skills, keeping in mind that a single literary work might be used to teach a range of skills.

Enduring Understanding	Skill	Essential Knowledge
<p>STR-1</p> <p>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.</p>	<p>3.C Explain the function of structure in a text.</p>	<p>STR-1.U</p> <p>Closed forms of poetry include predictable patterns in the structure of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem.</p> <p>Note: The AP Exam will not require students to label or identify specific rhyme schemes, metrical patterns, or forms of poetry.</p> <p>STR-1.V</p> <p>Open forms of poetry may not follow expected or predictable patterns in the structure of their lines or stanzas, but they may still have structures that develop relationships between ideas in the poem.</p> <p>STR-1.W</p> <p>Structures combine in texts to emphasize certain ideas and concepts.</p>
<p>FIG-1</p> <p>Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</p>	<p>5.A Distinguish between the literal and figurative meanings of words and phrases.</p> <p>5.B Explain the function of specific words and phrases in a text.</p>	<p>FIG-1.L</p> <p>Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text.</p> <p>FIG-1.M</p> <p>Descriptive words, such as adjectives and adverbs, qualify or modify the things they describe and affect readers’ interaction with the text.</p> <p>FIG-1.N</p> <p>Hyperbole exaggerates while understatement minimizes. Exaggerating or minimizing an aspect of an object focuses attention on that trait and conveys a perspective about the object.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>FIG-1</p> <p>Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</p>	<p>5.D Identify and explain the function of an image or imagery.</p>	<p>FIG-1.O</p> <p>Descriptive words, such as adjectives and adverbs, contribute to sensory imagery.</p> <p>FIG-1.P</p> <p>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.</p> <p>FIG-1.Q</p> <p>A collection of images, known as imagery, may emphasize ideas in parts of or throughout a text.</p>
	<p>6.B Identify and explain the function of a metaphor.</p>	<p>FIG-1.R</p> <p>Metaphorical comparisons do not focus solely on the objects being compared; they focus on the particular traits, qualities, or characteristics of the things being compared.</p> <p>FIG-1.S</p> <p>Comparisons not only communicate literal meaning but may also convey figurative meaning or transmit a perspective.</p> <p>FIG-1.T</p> <p>An extended metaphor is created when the comparison of a main subject and comparison subject persists through parts of or an entire text, and when the comparison is expanded through additional details, similes, and images.</p> <p>FIG-1.U</p> <p>Interpretation of an extended metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.</p>
	<p>6.C Identify and explain the function of personification.</p>	<p>FIG-1.V</p> <p>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.</p>
	<p>6.D Identify and explain the function of an allusion.</p>	<p>FIG-1.W</p> <p>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.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>LAN-1</p> <p>Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>	<p>7.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>LAN-1.D</p> <p>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.</p> <p>LAN-1.E</p> <p>A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</p>
	<p>7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p>	<p>LAN-1.F</p> <p>A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</p> <p>LAN-1.G</p> <p>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.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>LAN-1</p> <p>Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>	<p>7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>	<p>LAN-1.H</p> <p>Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</p> <p>LAN-1.I</p> <p>Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.</p> <p>LAN-1.J</p> <p>Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</p> <p>LAN-1.K</p> <p>Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</p>
	<p>7.E Demonstrate control over the elements of composition to communicate clearly.</p>	<p>LAN-1.Q</p> <p>Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence between sentences and paragraphs by showing relationships between ideas.</p>

INSTRUCTIONAL PLANNING PAGE

This page provides a place to plan instruction and pacing for each unit. When planning, be sure to:

- Regularly integrate composition skills when teaching literary analysis.
- Select texts and tasks that best facilitate students' learning of the required skills and essential knowledge for this unit.
- Schedule time at the end of the unit for students to write the **Personal Progress Check (PPC) essay** at home online, in class online, or in class with paper and pencil.
- Schedule a separate class period for the **PPC multiple-choice questions**, which can only be administered online, if you want students to do this in class. (Alternatively, the AP Program recommends assigning the PPC multiple-choice questions as homework.)
- Reserve a class period for additional teaching and practice of any skills identified by the PPC multiple-choice question results as challenging for your students.

		Class Period(s)
Literary Selection	Selected Skill(s) and Essential Knowledge	~17 CLASS PERIODS



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 5. Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide possible ways to integrate the content from the unit into classroom instruction. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways they approach teaching some of the skills in this unit. Please refer to the Instructional Approaches section beginning on p. 113 for more examples of activities. **Any texts referenced are not required but are used here simply to provide a context for activities.**

Activity	Skill	Sample Activity
1	Skill 5.D Identify and explain the function of an image or imagery.	Using Elizabeth Bishop’s “The Fish,” have students highlight what they consider to be four or five of the most important images in the poem. Then, have students identify an abstract noun (thematic idea) that each highlighted image conveys. Finally, have them explain how the individual images work together to convey meaning in the poem and explain relationships among the abstract nouns they identified.
2	Skill 3.C Explain the function of structure in a text.	Have students examine the structure of Elizabeth Barrett Browning’s “How Do I Love Thee?” through a jigsaw strategy. After being assigned their “base” groups, students work with their various “expert” groups to explore one of the following: the closed-form characteristics of the poem, shifts and contrasts in the poem, ideas in the octave, and ideas in the sestet. In the base groups, students share with peers what they have learned about their particular topic in order to explain how the poem’s structure emphasizes certain ideas and concepts.
3	Skill 6.B Identify and explain the function of a metaphor.	Using John Donne’s “The Sun Rising,” have students mark the individual metaphors throughout the poem. For each metaphor, have students explain how the compared traits convey a particular perspective and contribute to figurative meaning. Next, have students examine the metaphors again to determine which individual metaphors seem to work together for a larger comparison. Students should mark the text to indicate that those metaphors work together. Finally, students should explain how the metaphors that work together convey a particular perspective and contribute to an interpretation of the poem.
4	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.	After they’ve written a draft of a literary argument about a poem, have students work in small groups to read their peers’ arguments and carefully consider the interpretations of the poem presented in each thesis. Have them compare their own interpretation of the poem with their peers’, carefully noting similarities and differences. When students revise their arguments, they may choose to modify their own interpretations and thesis statements based on these alternative interpretations.
5	Skill 7.E Demonstrate control over the elements of composition to communicate clearly.	After students have written a literary argument about a poem, have them engage in a peer review in which they mark places in the drafts where ideas seem unrelated, there is an abrupt shift, or relationships between ideas are unclear. When drafts are returned, have students review the marked places in their drafts and, where appropriate, add transitions that indicate relationships between ideas.

**AP ENGLISH LITERATURE
AND COMPOSITION**

UNIT 6

**Longer Fiction
or Drama II**



~17
CLASS PERIODS

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Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 6

Multiple-choice: ~25 questions

Free-response: 2 questions

- Pre-20th-Century Prose
- Literary Argument

Longer Fiction or Drama II



Developing Understanding

BIG IDEAS

Character **CHR**

Structure **STR**

Narration **NAR**

Figurative

Language **FIG**

Literary

Argumentation **LAN**

Carefully crafted literary texts often contain what appear to be inconsistencies that can be confusing to students. As teachers know, and as students must learn, inconsistency in the way characters develop, interruption in the timeline or sequence of a plot, or unreliability of a character or narrator can all contribute to the complexities in a text and affect interpretation. Unit 6 provides another opportunity to explore how previously learned skills apply to longer texts, where characters and plots are usually more developed. At this point in the course, students may be prepared to explore these myriad possibilities as they begin to refine their literary arguments. When selecting one or more longer works for this unit, be sure to choose one that gives students the opportunity to analyze symbols, a skill introduced in this unit and continued in Units 7 and 8.

Building Course Skills

In this course, students will explore and grapple with the complexity of literature. Students encounter complexity in plot, identify elements that disrupt a chronology, and explore how disruptions affect a reader's experience. Furthermore, students explore contrasts and inconsistencies in character. To analyze such complexities in plot and character, students should be able to recognize patterns and breaks in patterns before they can explain how such contrasts and inconsistencies convey meaning. Students also explore narrator bias by critically considering the details a narrator provides (or does not provide) and considering how such bias invites complex interpretations.

Students may continue to benefit from practice developing and supporting multiple interpretations of a single text as they examine text complexity. Furthermore,

students may begin to acknowledge or respond to alternative interpretations in their own complex arguments; however, they will need support and feedback when writing commentary that explains a text's complexity and when writing complex arguments.

Preparing for the AP Exam

Nonlinear plots, changing characters, and shifting tones all create complexity that invites interpretation. While complexities in a text provide opportunities for analysis and multiple interpretations, they can often intimidate and confuse students. Complexities in a text also tend to have nuances that require detailed analysis. On the exam, the prose and poetry prompts ask that students analyze some complexity in the texts provided. Students who do not explore a text's complexity and nuance in their essays may not be able to successfully develop an interpretation of the work as a whole.

UNIT OVERVIEW

While the skills outlined in this unit represent the required course content, teachers are free to teach the skills within the unit in any order they choose. Teachers should strategically select literary works that will provide students with good opportunities to develop these skills, keeping in mind that a single literary work might be used to teach a range of skills.

Enduring Understanding	Skill	Essential Knowledge
CHR-1 Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.	1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.	CHR-1.T Different character, narrator, or speaker perspectives often reveal different information, develop different attitudes, and influence different interpretations of a text and the ideas in it.
	1.C Explain the function of contrasting characters.	CHR-1.U Foil characters (foils) serve to illuminate, through contrast, the traits, attributes, or values of another character.
	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.V Inconsistencies between the private thoughts of characters and their actual behavior reveal tensions and complexities between private and professed values.
		CHR-1.W A character’s competing, conflicting, or inconsistent choices or actions contribute to complexity in a text.
STR-1 The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.	3.A Identify and describe how plot orders events in a narrative.	STR-1.X Some narrative structures interrupt the chronology of a plot; such structures include flashback, foreshadowing, in medias res, and stream of consciousness.
	3.B Explain the function of a particular sequence of events in a plot.	STR-1.Y Narrative structures that interrupt the chronology of a plot, such as flashback, foreshadowing, in medias res, and stream of consciousness, can directly affect readers’ experiences with a text by creating anticipation or suspense or building tension.
	3.D Explain the function of contrasts within a text.	STR-1.Z Contrasts often represent contradictions or inconsistencies that introduce nuance, ambiguity, or contradiction into a text. As a result, contrasts make texts more complex.

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>NAR-1</p> <p>A narrator’s or speaker’s perspective controls the details and emphasizes that affect how readers experience and interpret a text.</p>	<p>4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.</p>	<p>NAR-1.P</p> <p>The narrator’s or speaker’s tone toward events or characters in a text influences readers’ interpretation of the ideas associated with those things.</p> <p>NAR-1.Q</p> <p>The syntactical arrangement of phrases and clauses in a sentence can emphasize details or ideas and convey a narrator’s or speaker’s tone.</p> <p>NAR-1.R</p> <p>Information included and/or not included in a text conveys the perspective of characters, narrators, and/or speakers.</p> <p>NAR-1.S</p> <p>A narrator’s or speaker’s perspective may influence the details and amount of detail in a text and may reveal biases, motivations, or understandings.</p>
	<p>4.D Explain how a narrator’s reliability affects a narrative.</p>	<p>NAR-1.T</p> <p>Readers can infer narrators’ biases by noting which details they choose to include in a narrative and which they choose to omit.</p> <p>NAR-1.U</p> <p>Readers who detect bias in a narrator may find that narrator less reliable.</p> <p>NAR-1.V</p> <p>The reliability of a narrator may influence a reader’s understanding of a character’s motives.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>FIG-1 Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</p>	<p>5.C Identify and explain the function of a symbol.</p>	<p>FIG-1.X When a material object comes to represent, or stand for, an idea or concept, it becomes a symbol.</p> <p>FIG-1.Y A symbol is an object that represents a meaning, so it is said to be symbolic or representative of that meaning. A symbol can represent different things depending on the experiences of a reader or the context of its use in a text.</p> <p>FIG-1.Z Certain symbols are so common and recurrent that many readers have associations with them prior to reading a text. Other symbols are more contextualized and only come to represent certain things through their use in a particular text.</p> <p>FIG-1.AA 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. Note: The AP Exam will not require students to identify or label archetypes.</p>
<p>LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>	<p>7.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>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.</p> <p>LAN-1.E A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</p>
	<p>7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p>	<p>LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</p> <p>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.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>LAN-1</p> <p>Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>	<p>7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>	<p>LAN-1.H</p> <p>Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</p> <p>LAN-1.I</p> <p>Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.</p> <p>LAN-1.J</p> <p>Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</p> <p>LAN-1.K</p> <p>Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</p>
	<p>7.E Demonstrate control over the elements of composition to communicate clearly.</p>	<p>LAN-1.R</p> <p>Writers convey their ideas in a sentence through strategic selection and placement of phrases and clauses. Writers may use coordination to illustrate a balance or equality between ideas or subordination to illustrate an imbalance or inequality.</p> <p>LAN-1.S</p> <p>Writers use words that enhance the clear communication of an interpretation.</p> <p>LAN-1.T</p> <p>Punctuation conveys relationships between and among parts of a sentence.</p>

UNIT
6


Longer Fiction or Drama II

INSTRUCTIONAL PLANNING PAGE

This page provides a place to plan instruction and pacing for each unit. When planning, be sure to:

- Regularly integrate composition skills when teaching literary analysis.
- Select texts and tasks that best facilitate students’ learning of the required skills and essential knowledge for this unit.
- Schedule time at the end of the unit for students to write the **Personal Progress Check (PPC) essay** at home online, in class online, or in class with paper and pencil.
- Schedule a separate class period for the **PPC multiple-choice questions**, which can only be administered online, if you want students to do this in class. (Alternatively, the AP Program recommends assigning the PPC multiple-choice questions as homework.)
- Reserve a class period for additional teaching and practice of any skills identified by the PPC multiple-choice question results as challenging for your students.

Literary Selection*	Selected Skill(s) and Essential Knowledge	Class Period(s)
		~17 CLASS PERIODS

 Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 6. Review the results in class to identify and address any student misunderstandings.

*Divide the novel(s) and/or play(s) you select into chapters, sections, acts, or scenes to which you will assign the skills and essential knowledge from this unit.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide possible ways to integrate the content from the unit into classroom instruction. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the skills in this unit. Please refer to the Instructional Approaches section beginning on p. 113 for more examples of activities. **Any texts referenced are not required but are used here simply to provide a context for activities.**

Activity	Skill	Sample Activity
1	Skill 1.C Explain the function of contrasting characters.	After students read Hurston's <i>Their Eyes Were Watching God</i> , ask them to form two concentric circles. Have students in the inner circle discuss how Janie and her grandmother are foil characters and how these contrasting characters and their perspectives contribute to meaning in the novel. During this discussion, have students in the outer circle write questions and responses based on the inner circle's discussion. Then have the two groups switch roles.
2	Skill 3.A Identify and describe how plot orders events in a narrative.	Have students consider the question <i>Why did Mary Shelley arrange the events in Frankenstein as she did?</i> Organize students into groups, and give each group an envelope containing slips of paper with the major events of the story. First, have students arrange the events chronologically. Then, have them arrange the slips in the order they are presented in the novel. Finally, have students explain how the nonlinear plot structure affects a reader's experience and contributes to meaning in the novel.
3	Skill 5.C Identify and explain the function of a symbol.	Pause at Chapter 13 of <i>Frankenstein</i> to focus on the creature's musings on the concept of monstrosity. Have groups develop and discuss questions about the symbol of monstrosity, such as the following: What is a monster (literal-level question)? Why does the creature feel like a monster (interpretive-level question)? How does the way monstrosity is represented here represent larger thematic ideas about humanity in and beyond the novel (universal-level question)?
4	Skill 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	After students have developed drafts of their literary arguments for a text, have them generate a list of questions that might encourage their peers to more fully and clearly explain the relationships between selected textual evidence and their claim. During the peer review, have students adapt questions from the list generated earlier and write them in the margins of their peers' essays when they notice a place where commentary is absent, thin, confusing, incomplete, etc. After the review, students can use the questions as an opportunity for discussion among peers about their writing and an opportunity for writers to further consider answers to the questions written in the margins of their essays.

**AP ENGLISH LITERATURE
AND COMPOSITION**

UNIT 7

**Short
Fiction III**



~17
CLASS PERIODS

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue monitor icon with two lines representing a screen.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 7

Multiple-choice: ~35 questions

Free-response: 1 question

- Contemporary Prose

Short Fiction III



Developing Understanding

BIG IDEAS

Character **CHR**

Setting **SET**

Structure **STR**

Narration **NAR**

Figurative

Language **FIG**

Literary

Argumentation **LAN**

Unit 7 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.

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.

Building Course Skills

The previous unit introduced students to complexity in literary texts; in this unit, students extend their understanding of complexity by examining how it develops over the course of a text, which requires students to develop proficiency in recognizing patterns and breaks in patterns over the course of a text. Students explore complexity in a setting and in a character, for example, and must be able to explain how changes in these elements and the values associated with them convey meaning.

Subsequently, students develop arguments about their interpretations of a text. They should be able to identify patterns in a text that suggest a connection to experiences, institutions, or social structures and then explain the relationship between their evidence and the line of reasoning behind

that interpretation. However, students should also learn to recognize when evidence does not support their line of reasoning, and thus their interpretation, and revise accordingly.

Preparing for the AP Exam

The highest performing essays on the exam typically recognize and account for contradictions and complexities in the text being analyzed. Students who reduce a complex setting or character to only a single detail or moment where a shift or change occurs may ignore or fail to consider other details that contribute to complexity. Experience with texts that include complex relationships among settings, characters, plots, and other aspects provides students with important opportunities to practice the interpretative skills necessary for success on the exam.

UNIT OVERVIEW

While the skills outlined in this unit represent the required course content, teachers are free to teach the skills within the unit in any order they choose. Teachers should strategically select literary works that will provide students with good opportunities to develop these skills, keeping in mind that a single literary work might be used to teach a range of skills.

Enduring Understanding	Skill	Essential Knowledge
<p>CHR-1</p> <p>Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</p>	<p>1.B Explain the function of a character changing or remaining unchanged.</p>	<p>CHR-1.X</p> <p>Often the change in a character emerges directly from a conflict of values represented in the narrative.</p> <p>CHR-1.Y</p> <p>Changes in a character's circumstances may lead to changes in that character.</p> <p>CHR-1.Z</p> <p>While characters can change gradually over the course of a narrative, they can also change suddenly as the result of a moment of realization, known as an epiphany. An epiphany allows a character to see things in a new light and is often directly related to a central conflict of the narrative.</p> <p>CHR-1.AA</p> <p>An epiphany may affect the plot by causing a character to act on his or her sudden realization.</p>
	<p>1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.</p>	<p>CHR-1.AB</p> <p>A group or force can function as a character.</p> <p>CHR-1.AC</p> <p>When readers consider a character, they should examine how that character interacts with other characters, groups, or forces and what those interactions may indicate about the character.</p> <p>CHR-1.AD</p> <p>The relationship between a character and a group, including the inclusion or exclusion of that character, reveals the collective attitude of the group toward that character and possibly the character's attitude toward the group.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
SET-1 Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.	2.B Explain the function of setting in a narrative.	SET-1.E When a setting changes, it may suggest other movements, changes, or shifts in the narrative. SET-1.F Settings may be contrasted in order to establish a conflict of values or ideas associated with those settings.
	2.C Describe the relationship between a character and a setting.	SET-1.G The way characters interact with their surroundings provides insights about those characters and the setting(s) they inhabit. SET-1.H The way characters behave in or describe their surroundings reveals an attitude about those surroundings and contributes to the development of those characters and readers' interpretations of them.
STR-1 The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.	3.A Identify and describe how plot orders events in a narrative.	STR-1.AA Pacing is the manipulation of time in a text. Several factors contribute to the pace of a narrative, including arrangement of details, frequency of events, narrative structures, syntax, the tempo or speed at which events occur, or shifts in tense and chronology in the narrative.
	3.B Explain the function of a particular sequence of events in a plot.	STR-1.AB Narrative pacing may evoke an emotional reaction in readers by the order in which information is revealed; the relationships between the information, when it is provided, and other parts of the narrative; and the significance of the revealed information to other parts of the narrative.

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>NAR-1</p> <p>A narrator's or speaker's perspective controls the details and emphasizes that affect how readers experience and interpret a text.</p>	<p>4.D Explain how a narrator's reliability affects a narrative.</p>	<p>NAR-1.W</p> <p>Some narrators or speakers may provide details and information that others do not or cannot provide. Multiple narrators or speakers may provide contradictory information in a text.</p>
<p>FIG-1</p> <p>Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</p>	<p>5.C Identify and explain the function of a symbol.</p>	<p>FIG-1.AB</p> <p>A setting may become symbolic when it is, or comes to be, associated with abstractions such as emotions, ideologies, and beliefs.</p> <p>FIG-1.AC</p> <p>Over time, some settings have developed certain associations such that they almost universally symbolize particular concepts.</p>
	<p>5.D Identify and explain the function of an image or imagery.</p>	<p>FIG-1.AD</p> <p>A motif is a unified pattern of recurring objects or images used to emphasize a significant idea in large parts of or throughout a text.</p>
	<p>6.A Identify and explain the function of a simile.</p>	<p>FIG-1.AE</p> <p>The function of a simile relies on the selection of the objects being compared as well as the traits of the objects.</p>
	<p>6.C Identify and explain the function of personification.</p>	<p>FIG-1.AF</p> <p>By assigning the qualities of a nonhuman object, entity, or idea to a person or character, the narrator, character, or speaker communicates an attitude about that person or character.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>	<p>7.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>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.</p> <p>LAN-1.E A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</p>
	<p>7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p>	<p>LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</p> <p>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.</p> <p>LAN-1.U More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point. LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim. LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning. LAN-1.K Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning. LAN-1.V Textual evidence may require revision to an interpretation and a line of reasoning if the evidence does not sufficiently support the initial interpretation and line of reasoning.

INSTRUCTIONAL PLANNING PAGE

This page provides a place to plan instruction and pacing for each unit. When planning, be sure to:

- Regularly integrate composition skills when teaching literary analysis.
- Select texts and tasks that best facilitate students' learning of the required skills and essential knowledge for this unit.
- Schedule time at the end of the unit for students to write the **Personal Progress Check (PPC) essay** at home online, in class online, or in class with paper and pencil.
- Schedule a separate class period for the **PPC multiple-choice questions**, which can only be administered online, if you want students to do this in class. (Alternatively, the AP Program recommends assigning the PPC multiple-choice questions as homework.)
- Reserve a class period for additional teaching and practice of any skills identified by the PPC multiple-choice question results as challenging for your students.

Literary Selection	Selected Skill(s) and Essential Knowledge	Class Period(s) ~17 CLASS PERIODS



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 7. Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide possible ways to integrate the content from the unit into classroom instruction. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the skills in this unit. Please refer to the Instructional Approaches section beginning on p. 113 for more examples of activities. **Any texts referenced are not required but are used here simply to provide a context for activities.**

Activity	Skill	Sample Activity
1	Skill 1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.	Have students analyze how diction, imagery, details, language, and syntax in certain portions of Faulkner's "A Rose for Emily" convey the narrator's and other community members' complex relationship with Emily.
2	Skill 4.D Explain how a narrator's reliability affects a narrative.	After students read "A Rose for Emily," have them develop a graphic organizer that coordinates the following: key details about Emily that the narrator provides, plausible explanations for how the narrator could know these key details, and key details about Emily that the narrator does <i>not</i> provide. Finally, based on their observations, have students explain whether the narrator is reliable.
3	Skill 5.C Identify and explain the function of a symbol.	Designate certain students as "experts" in analyzing symbolism. In small groups, have the student experts lead a discussion about the symbolic settings of China and America in Amy Tan's "Two Kinds." Using textual evidence, the student experts help their group members understand what these settings symbolize and how this symbolism contributes to meaning in the story.
4	Skill 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.	Before they draft a literary argument about an interpretation of a short story, have students outline their theses, lines of reasoning, and evidence. Review their outlines and determine whether the students' selected evidence supports their reasoning. Based on information from the outline, provide feedback by asking probing questions to help students determine whether their interpretations and reasoning might require revision.

**AP ENGLISH LITERATURE
AND COMPOSITION**

UNIT 8

Poetry III



~17
CLASS PERIODS

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a small blue monitor icon with two lines representing a screen.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 8
Multiple-choice: ~20 questions
Free-response: 1 question

- Metaphysical Poem

Poetry III



Developing Understanding

BIG IDEAS

Structure **STR**

Figurative

Language **FIG**

Literary

Argumentation **LAN**

Students continue to develop their understanding of how to read a poem in this unit, focusing especially on how interpretation of a poem's parts informs an interpretation of the entire poem. Unit 8 goes further than any previous unit in exploring ambiguities of language and unrealized expectations and the ironies they create. In further examining structural contrasts or inconsistencies, students will recognize how juxtaposition, irony, and paradox in a poem may contribute to understanding complexity of meanings.

Building Course Skills

This unit requires students to have developed proficiency in analyzing metaphors, contrasts, and complexities in a text in order to tackle more advanced skills. As students encounter conceits in poetry, they need practice unpacking the individual images, metaphors, and figurative language of the conceit. With this practice, they can analyze the figurative meaning conveyed in individual elements and also interpret how different elements in the conceit work together and contribute to an interpretation of the work as a whole.

Additionally, students should be able to closely analyze a text's language and structure in order to identify contrasts (e.g., juxtaposition, irony, and paradox) and ambiguities and the effects of both. More importantly, students need practice explaining how such contrasts convey

meaning. When reading, students will need practice identifying the multiple interpretations ambiguous language invites. When writing arguments, students should understand that considering ambiguous evidence may require revising their reasoning and interpretations rather than only acknowledging alternative interpretations.

Preparing for the AP Exam

Often, texts will rely on irony or a conceit and, while students may recognize either of those, they may not consistently address how other elements in the text affect or are affected by the irony or conceit. The best essays analyze texts by examining parts or elements and explaining how they contribute to an interpretation of the text as a whole. The most astute essays address key nuances in the text and how those nuances may subtly affect students' interpretation.

UNIT OVERVIEW

While the skills outlined in this unit represent the required course content, teachers are free to teach the skills within the unit in any order they choose. Teachers should strategically select literary works that will provide students with good opportunities to develop these skills, keeping in mind that a single literary work might be used to teach a range of skills.

Enduring Understanding	Skill	Essential Knowledge
<p>STR-1</p> <p>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.</p>	<p>3.C Explain the function of structure in a text.</p>	<p>STR-1.AC</p> <p>Ideas and images in a poem may extend beyond a single line or stanza.</p> <p>STR-1.AD</p> <p>Punctuation is often crucial to the understanding of a text.</p> <p>STR-1.AE</p> <p>When structural patterns are created in a text, any interruption in the pattern creates a point of emphasis.</p>
	<p>3.D Explain the function of contrasts within a text.</p>	<p>STR-1.AF</p> <p>Juxtaposition may create or demonstrate an antithesis.</p> <p>STR-1.AG</p> <p>Situational or verbal irony is created when events or statements in a text are inconsistent with either the expectations readers bring to a text or the expectations established by the text itself.</p> <p>STR-1.AH</p> <p>Paradox occurs when seemingly contradictory elements are juxtaposed, but the contradiction—which may or may not be reconciled—can reveal a hidden or unexpected idea.</p>
<p>FIG-1</p> <p>Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</p>	<p>5.B Explain the function of specific words and phrases in a text.</p>	<p>FIG-1.AG</p> <p>Ambiguity allows for different readings and understandings of a text by different readers.</p>
	<p>5.C Identify and explain the function of a symbol.</p>	<p>FIG-1.AH</p> <p>Symbols in a text and the way they are used may imply that a narrator, character, or speaker has a particular attitude or perspective.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
FIG-1 Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.	6.B Identify and explain the function of a metaphor.	FIG-1.AI A conceit is a form of extended metaphor that often appears in poetry. Conceits develop complex comparisons that present images, concepts, and associations in surprising or paradoxical ways.
	6.D Identify and explain the function of an allusion.	FIG-1.AJ Often, conceits are used to make complex comparisons between the natural world and an individual.
LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	FIG-1.AK Multiple comparisons, representations, or associations may combine to affect one another in complex ways.
	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	FIG-1.AL Because of shared knowledge about a reference, allusions create emotional or intellectual associations and understandings.
		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.
		LAN-1.E A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.
7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.
		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.
		LAN-1.U More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>LAN-1</p> <p>Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>	<p>7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>	<p>LAN-1.H</p> <p>Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</p> <p>LAN-1.I</p> <p>Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.</p> <p>LAN-1.J</p> <p>Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</p> <p>LAN-1.K</p> <p>Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</p>
	<p>7.E Demonstrate control over the elements of composition to communicate clearly.</p>	<p>LAN-1.W</p> <p>Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference.</p> <p>Note: Students are not expected to use a specific attribution style (like MLA) within the timed essays on the AP Exam, but should follow such guidelines for any extended papers they develop in class through multiple revisions.</p>

INSTRUCTIONAL PLANNING PAGE

This page provides a place to plan instruction and pacing for each unit. When planning, be sure to:

- Regularly integrate composition skills when teaching literary analysis.
- Select texts and tasks that best facilitate students' learning of the required skills and essential knowledge for this unit.
- Schedule time at the end of the unit for students to write the **Personal Progress Check (PPC) essay** at home online, in class online, or in class with paper and pencil.
- Schedule a separate class period for the **PPC multiple-choice questions**, which can only be administered online, if you want students to do this in class. (Alternatively, the AP Program recommends assigning the PPC multiple-choice questions as homework.)
- Reserve a class period for additional teaching and practice of any skills identified by the PPC multiple-choice question results as challenging for your students.

Literary Selection	Selected Skill(s) and Essential Knowledge	Class Period(s) ~17 CLASS PERIODS



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 8.
Review the results in class to identify and address any student misunderstandings.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide possible ways to integrate the content from the unit into classroom instruction. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the skills in this unit. Please refer to the Instructional Approaches section beginning on p. 113 for more examples of activities. **Any texts referenced are not required but are used here simply to provide a context for activities.**

Activity	Skill	Sample Activity
1	Skill 3.C Explain the function of structure in a text.	Using Elizabeth Bishop's "The Fish," have students examine how punctuation in the poem helps indicate individual images, and how individual images extend beyond individual lines and work together to contribute to meaning. Ask students to examine how the unexpected repetition of "rainbow" in this open-form poem creates emphasis and explain how this emphasis conveys meaning and contributes to an interpretation of the poem.
2	Skill 3.D Explain the function of contrasts within a text.	Using John Donne's "The Sun Rising," select several images from the poem that represent antithesis, irony, and paradox. Print these images on strips of paper. Then, create a graphic organizer that allows students to organize the poem strips according to those categories. When they have placed the images on the organizer, discuss together the effect of the antithesis, irony, and paradox on the subject and theme of the poem.
3	Skill 5.B Explain the function of specific words and phrases in a text.	Have students work in small groups to develop an oral interpretation of Hughes's "Theme for English B." In their oral interpretations, students should pay attention to how they say particular words and phrases based on how they understand the speaker's meaning. As groups present their oral interpretations, have students identify words and phrases that are interpreted differently. Finally, as a whole group, discuss how ambiguity in the poem invited the different oral interpretations.
4	Skill 6.B Identify and explain the function of a metaphor.	Because conceits are complex, students need to comprehend literal meaning first. Have students summarize chunks of a conceit, or if the language of the conceit is particularly complex, have them paraphrase the conceit line by line. After students can comprehend the literal meaning in the conceit, they can proceed to interpret individual comparisons and begin examining how these comparisons (or extended comparisons) contribute to an interpretation of the poem.

**AP ENGLISH LITERATURE
AND COMPOSITION**

UNIT 9

**Longer Fiction
or Drama III**



~17
CLASS PERIODS

The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle and square are both outlined with a thin blue border.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 9

Multiple-choice: ~15 questions

Free-response: 2 questions

- Pre-20th-Century Prose
- Literary Argument

Longer Fiction or Drama III



Developing Understanding

BIG IDEAS

Character **CHR**

Structure **STR**

Narration **NAR**

Literary

Argumentation **LAN**

Unit 9 brings understandings from throughout the course to bear on a longer text so students can explore in depth how literature engages with a range of experiences, institutions, and social structures. The ways a character changes and the reasons for the change reveal much about that character's traits and values, and, in turn, how the character contributes to the interpretation of the work as a whole. Students should now recognize that the events, conflicts, and perspectives of a narrative embody different values and the tensions between them. At this point in the course, students should understand that interwoven and nuanced relationships among literary elements in a text ultimately contribute to the complexity of the work. As the course concludes, students should recognize that demonstrating an understanding of a complex text means developing a nuanced literary analysis. Above all, as students leave the course, they have hopefully developed an appreciation for a wide variety of genres, styles, and authors that will motivate them to continue reading and interpreting literature.

Building Course Skills

This final unit requires students to engage in multiple thinking patterns (e.g., recognizing and tracing patterns, identifying breaks in patterns, identifying cause-effect relationships, comparing, contrasting, examining a part's function and its relationship to a whole) in order to understand relationships among literary elements and how they contribute to meaning. Challenge students to examine these patterns: how these patterns represent interactions among literary elements and how these patterns might describe different part-to-whole relationships in a text. For example, in tracking a character's development, students might note details about the motives, perspectives, behaviors, conflicts, and relationships that seem inconsistent when compared to that character's response to a plot's resolution. This pattern of comparison and contrast in students' thinking will lead to a better understanding of that character's complexity and how it contributes to an interpretation of the work as a whole.

Preparing for the AP Exam

The literary argument on the exam always asks students to address their interpretation of a work as a whole. By the end of the course, students should understand that various parts of a text—from small details to major ideas—can relate to one another and affect their interpretation. Successful essays are cohesive; they regularly connect the analysis of parts of the literary text to the broader interpretation of the text as a whole. In fact, this level of analysis may be the difference between a student scoring in the upper half of essay scores instead of the lower half. Essays that earn the sophistication point on the rubric will often explain the significance or relevance of an interpretation within a broader context in a way that is significant and compelling. As the course comes to a close and students get ready for the exam, encourage them to reflect on the years they have spent reading, thinking, and writing about texts and to be prepared by knowing a few texts very well, not just in summary, but in the ways of critical and nuanced thinking practiced in this course.

UNIT OVERVIEW

While the skills outlined in this unit represent the required course content, teachers are free to teach the skills within the unit in any order they choose. Teachers should strategically select literary works that will provide students with good opportunities to develop these skills, keeping in mind that a single literary work might be used to teach a range of skills.

Enduring Understanding	Skill	Essential Knowledge
<p>CHR-1</p> <p>Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</p>	<p>1.B Explain the function of a character changing or remaining unchanged.</p>	<p>CHR-1.AE</p> <p>Minor characters often remain unchanged because the narrative doesn't focus on them. They may only be part of the narrative to advance the plot or to interact with major characters.</p> <p>CHR-1.AF</p> <p>Readers' interpretations of a text are often affected by a character changing—or not—and the meaning conveyed by such changes or lack thereof.</p>
	<p>1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.</p>	<p>CHR-1.AG</p> <p>A character's responses to the resolution of the narrative—in their words or in their actions—reveal something about that character's own values; these responses may be inconsistent with the previously established behaviors or perspectives of that character.</p> <p>CHR-1.AH</p> <p>Inconsistencies and unexpected developments in a character affect readers' interpretation of that character; other characters; events in the plot; conflicts; the perspective of the narrator, character, or speaker; and/or setting.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>STR-1</p> <p>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.</p>	<p>3.E Explain the function of a significant event or related set of significant events in a plot.</p> <p>3.F Explain the function of conflict in a text.</p>	<p>STR-1.AI</p> <p>Significant events often illustrate competing value systems that relate to a conflict present in the text.</p> <p>STR-1.AJ</p> <p>Events in a plot collide and accumulate to create a sense of anticipation and suspense.</p> <p>STR-1.AK</p> <p>The resolution of the anticipation, suspense, or central conflicts of a plot may be referred to as the moment of catharsis or emotional release.</p> <p>STR-1.AL</p> <p>Sometimes things not actually shown in a narrative, such as an unseen character or a preceding action, may be in conflict with or result in conflict for a character.</p> <p>STR-1.AM</p> <p>Although most plots end in resolution of the central conflicts, some have unresolved endings, and the lack of resolution may contribute to interpretations of the text.</p>
<p>NAR-1</p> <p>A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.</p>	<p>4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.</p>	<p>NAR-1.X</p> <p>Multiple, and even contrasting, perspectives can occur within a single text and contribute to the complexity of the text.</p> <p>NAR-1.Y</p> <p>A narrator or speaker may change over the course of a text as a result of actions and interactions.</p> <p>NAR-1.Z</p> <p>Changes and inconsistencies in a narrator's or speaker's perspective may contribute to irony or the complexity of the text.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>	<p>7.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>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.</p> <p>LAN-1.E A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.</p>
	<p>7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</p>	<p>LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.</p> <p>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.</p> <p>LAN-1.U More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.</p>

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UNIT OVERVIEW *(cont'd)*

Enduring Understanding	Skill	Essential Knowledge
<p>LAN-1 Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>	<p>7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</p>	<p>LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.</p> <p>LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.</p> <p>LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.</p> <p>LAN-1.K Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.</p>

INSTRUCTIONAL PLANNING PAGE

This page provides a place to plan instruction and pacing for each unit. When planning, be sure to:

- Regularly integrate composition skills when teaching literary analysis.
- Select texts and tasks that best facilitate students' learning of the required skills and essential knowledge for this unit.
- Schedule time at the end of the unit for students to write the **Personal Progress Check (PPC) essay** at home online, in class online, or in class with paper and pencil.
- Schedule a separate class period for the **PPC multiple-choice questions**, which can only be administered online, if you want students to do this in class. (Alternatively, the AP Program recommends assigning the PPC multiple-choice questions as homework.)
- Reserve a class period for additional teaching and practice of any skills identified by the PPC multiple-choice question results as challenging for your students.

Literary Selection*	Selected Skill(s) and Essential Knowledge	Class Period(s) ~17 CLASS PERIODS



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 9. Review the results in class to identify and address any student misunderstandings.

*Divide the novel(s) and/or play(s) you select into chapters, sections, acts, or scenes to which you will assign the skills and essential knowledge from this unit.

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page provide possible ways to integrate the content from the unit into classroom instruction. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways they approach teaching some of the skills in this unit. Please refer to the Instructional Approaches section beginning on p. 113 for more examples of activities. **Any texts referenced are not required but are used here simply to provide a context for activities.**

Activity	Skill	Sample Activity
1	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.	Have students read and notate all four of Hamlet’s main soliloquies (1.2.135–165, 2.2.555–613, 3.1.64–96, 4.4.34–68) to trace Hamlet’s psychological journey throughout the play. They should consider his contemplation of life and death, action, his answer to the charge of revenge, his comparison to other characters, etc. Then, in a panel discussion, ask panelists to portray various characters from the play, including Hamlet. Have students who are not panelists ask questions about how Hamlet’s inconsistencies and surprising developments in his character affect other characters and their conflicts with him. The panelists should answer students’ questions as their assigned characters.
2	Skill 3.E Explain the function of a significant event or related set of significant events in a plot.	Have students note details related to the three parallel revenge plots in <i>Hamlet</i> (i.e., Hamlet’s pursuit of Claudius, young Fortinbras’s pursuit of Denmark, Laertes’s pursuit of Hamlet). Ask students to explain how the foil characters and plots highlight Hamlet’s own actions/inactions and character, and how these elements contribute to thematic ideas in the play.
3	Skill 3.F Explain the function of conflict in a text.	Have students develop a graphic organizer in which they list short quotations as evidence of conflicts within Zora Neale Hurston’s <i>Their Eyes Were Watching God</i> . For each quotation, have them summarize the conflict represented. Then, have them indicate in the graphic organizer whether the conflict is resolved by the end of the novel. Finally, have them indicate how the resolved or unresolved conflicts contribute to meaning in the novel.
4	Skill 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.	Using a jigsaw strategy, organize students into “base” groups in which each student selects a narrator from Mary Shelley’s <i>Frankenstein</i> (i.e., Walton, Victor, the creature, Alphonse) to examine. In the “expert” groups, have students who are examining the same narrator work together to note textual details, diction, or syntax that illustrate the narrator’s unique perspective and how this perspective contributes to meaning. When students return to their base groups, have them discuss how the shifting narrators and their perspectives contribute to the reader’s understanding of multiple literary elements and invite a range of interpretations of the novel.