**Outline of Unit on Short Stories and Basics of Literary Analysis**

**Lesson 1 (8/17 and 8/18):**

At the beginning of the year, students will introduce themselves using the strategy of lining up half the class on one side and the other class on the other side, facing one another. Students will explore different questions, which they will be required to voluntarily report out. Students will have one minute for each person to answer the question, and then students will have time to report to the class. Afterward, one line will rotate to a new person. Questions will be:

* Describe your first memory of reading.
* What was the last book that made you feel extreme emotion (laugh, cry, anger, etc.). Explain the novel and why you think it made you feel this way.
* How do you feel about classical novels? Are you intimidated, excited by challenge, curious, etc.?
* What is your relationship with English? Do you feel like a strong English student, do you feel like there is always a right answer you don’t always get, or do you feel afraid of discussions, writing, or reading complicated texts?

After this introduction, students will begin a whole-class discussion following on the heels of our literacy journey and the joys of experiencing literature, explain why literature is enjoyable to you. What expands and encourages that joy? What squishes the joy?

Introduce the literacy journey assignment.

Then, students will complete an introduction to the idea of reading as an observer. Because many students are heading towards Engineering, many are more scientific and do not enjoy English as much because they feel it isn’t objective. To help students feel the connection between scientific study and literature study, students will read Steinbeck’s forward to Pacific Tides. In this introduction, students will be introduced to the idea of Steinbeck’s theory of warps. Students will discuss how different criticisms we read and the discussions we have will all include different perspectives and “warps” from childhood, life experiences, values, places of upbringing, parenting styles, and other influences. We will discuss the importance of listening to others during their discussions and acknowledging the value in another person’s “warp.” Students will also discuss Steinbeck’s focus on curiosity and its influence on science; the “main purpose is to stimulate curiosity, not to answer finally questions which are only temporarily answerable.” Students will be encouraged to study to explore their questions about humanity, relationships, communities, and the world rather than to answer specific, formulaic questions. Students will also be encouraged to ask more questions than there possibly are answers. Another focus of this article will be the focus of a new perspective that students need to have while they are reading. They should observe the literature they read in order to make a hypothesis about people, themes, or theories: “one can live in a prefabricated world, smugly and without question, or one can indulge perhaps the greatest human excitement: that of observation to speculation to hypothesis.” We will close this discussion with an analysis of additional ways that students believe this forward applies to reading literature.

**Homework:** Students will begin reading short stories in conjunction with informational texts about how to read with different analytical focuses. Students should come to class prepared to discuss each short story with the focus they have been assigned using the informational text.

**For next class:** Reread (or read for the first time) the introduction and chapter 1 “Every Trip Is a Quest (Except When It’s Not)” in *How to Read Literature Like a Professor*and annotate in your book or take notes outside the novel where you write down things that will help you become a better read. Be prepared for a discussion.

Read  the short story "A&P" and answer the discussion questions attached.

**Lesson 2 (8/19-8/20):**

Don’t Lose Lit Argument (Gams will send out)

* Discussion of connection between lang and lit

Introduction to How to Read Lit Discussion

* What skills can you take away from the introduction?
* Are you the kind of reader primarily emotionally involved in a work or are you seeing the literary connections in a work?
* Did you notice that Foster states we should practice in both sections?

"A&P"  Discussion

Questions on assignment of lit journey?

**Homework:** Read“The White Quail” and Read "Is That a Symbol?" (in my book it's chapter 12) and "It's My Symbol and I'll Cry If I Want to"(in my book it's chapter 25) from *How to Read Lit like a Professor*.

 Lit Journey due 8/29 and 8/30.

Summer reading essay on 8/31 and 9/1.

**Lesson 3 (8/23-8/24):**

Poem introduction to class: “At a Window” by Carl Sandburg (read and discuss symbols)

Discussion of symbols

* How do they develop a unique reading experience?
* How do authors use them to develop a unique text?
* How can you recognize a symbol without someone telling you what one is/means?

Activity analyzing the use of symbols in “The White Quail”: Post 4 post-its around the room with these names on it (the puppy, the garden, the white quail, the cat). Have students go around and write on the post its silently writing down what they think each item symbolizes. Afterwards, pick a few to discuss and analyze whether or not some of the symbols can be supported by the ENTIRE work. If not, it won’t work, if so, it might work as a symbol.

Discussion of how Symbolism in “The White Quail” and the understanding of those may change the meaning of the text.

Direct instruction on writing a thesis based on the meaning of the work as a whole.

Give out and review vocab lists. Explain expectation that students will be prepared for this quiz without class review. Quiz is on 9/6 or 9/7.

**Homework:** Read (teacher choice) “The Birthmark” or “Young Goodman Brown”

**Lesson 4 (8/25-8/26):**

In groups, students will write a thesis for a literary argument in small groups based on the 2009 symbolism prompt using the short stories students read. If they have extra time, they may also outline their analysis in their groups. Students will then proceed to share what they have produced to the group. (Remind students this is also a time to prep for their in-class summer reading essay on Q3).

2009 symbolism prompt: A symbol is an object, action, or event that represents something or that creates a range of associations beyond itself. In literary works a symbol can express an idea, clarify meaning, or enlarge literal meaning. Select a novel or play and, focusing on one symbol, write an essay analyzing how that symbol functions in the work and what it reveals about the characters or themes of the work as a whole. Do not merely summarize the plot.

Read and score sample papers from 2009.

**Homework:**  Lit journey due next class.

**Lesson 5 (8/29-8/30):**

Students present literary journey.

Students receive feedback from outlines. Review vocab.

**Homework:** Get ready for summer reading (study the book); review vocab

**Lesson 6 (8/31-9/1):**

Students present literary journey.

Students complete analysis of 2009 example prompts.

**Homework:** Get ready for summer reading (study the book); review vocab.

**Lesson 7 (9/2-9/6):**

Write summer reading essay (40 minutes)

Review vocabulary for next class

**Homework:** “Yes, She’s a Christ Figure” and “Or the Bible” and then read “Leaf by Niggle” by JRR Tolkein

Practice vocabulary quiz

Review the practice quiz

Graded discussion of “Leaf by Niggle”

**Homework:** Study for vocab quiz next class **(ADD “WHERE ARE YOU GOING?”)**

**Lesson 8 (9/7 and 9/8):**

Vocabulary quiz

Introduction to reader’s responses (review rubric, discuss analysis, show example response…DO NOT TELL THEM A REVISION IS POSSIBLE)

Allow for time to begin writing the responses and choosing the work they will use to write it. Encourage students to reread the story they will use and to look over their discussion notes.

**Homework:**Read “The Breakfast” and “The Snake” and "Point of View" from the beginning of chapter five in your textbook. It starts on page 237, but it is also in a PDF if you want it.

Reader’s response due 9/13 and 9/14

**Lesson 9 (9/9 and 9/12):**

Discussion on point of view and how each story is developed uniquely using different POVs.

Discussion of both short stories.

Pull POV AP writing prompts and discuss how to attack them using these texts.

POSSIBLY read a prompt 2 question focused on point of view and how it develops the meaning of the work

**Homework:** Reader’s response due next class (major assessment)

**Lesson 10 (9/13-9/14):**

Reader’s response turned in

Start assigned novel

Homework: “Geography Matters” and “So does Season” in How to Read Lit

**Lesson 11 (9/15-9/16): Ideas are recommendations only, not requirements.**

Reader’s response feedback and revision assignment (if possible)

Discussion of two chapters from how to read lit (“geog matters” and “so does season”)

Analysis of poetry using those two chapters. Suggested poems:

* Jeffers “Carmel Point”
* Frost “Birches,” “October,” “Apple Picking,” and Mending Wall”

Introduce the idea of the field trip and hand out forms!