

## 12<sup>th</sup> Grade English

### 1<sup>st</sup> Semester

#### TRAGEDY: Texts, Essential Questions and Assessments

##### Unit 1: Greek Tragedy (*Oedipus Rex* and *Antigone* by Sophocles)

- Do we control our destinies?
- Is Oedipus his own worst enemy or a victim of fate?
- How did ideas around gender roles contribute to the tragedy in *Antigone*?

##### Assessments:

- a. Test and In-Class essay on *Oedipus*. Is Oedipus a victim of fate or his own free will?
- b. Modern Adaptation of the central conflict of *Antigone*
- c. Literary Essay on *Antigone*. Students choose between: How do we evaluate Creon as a leader? And What views of the law are expressed in the play and which one does Sophocles ultimately support?

##### Unit 2: The College Essay

- How do you convey a powerful moment in writing?
- What makes a strong personal essay?
- How does the writing process enhance the final product?

##### Assessment:

- a. College Essay

##### Unit 3: Shakespeare (*Othello*)

- Why is Shakespeare still read today?
- How does Othello's outsider status contribute to the tragedy?
- How do traditional gender roles contribute to the tragedy?
- How does Iago's use of rhetoric contribute to the tragedy?
- Who (or what) is to blame for Desdemona's death?

##### Assessment:

- a. Literary Essay on who or what is to blame for the death of Desdemona

##### Unit 4: Modern Tragedy (*A View from the Bridge*, by Arthur Miller)

- What themes does a modern tragedy share with ancient tragedies?
- How do notions of masculinity influence the tragedy in *A View from the Bridge*?

##### Assessment:

- a. Each night, students must select a passage they believe is significant and analyze it fully
- b. Daily reading quizzes

##### End of Semester Assessments

- a. Comparative Essay (comparing any 2 tragedies from the semester)
- b. Performance of one scene from any of the four plays we read
- c. "Cover Letter" reflecting on content covered, skills developed and work habits
- d. Roundtable Presentation of Portfolio and debate on "Who is the most tragic tragic hero?" Students are welcome to disagree, but must fully consider Aristotle's definition of tragedy.

## 2<sup>nd</sup> Semester

### READING LITERATURE, READING THE WORLD: Texts, Essential Questions and Assessments

#### Unit 1: Intro to Feminist Theory (Poems by Gary Soto, Maya Angelou and Jamaica Kincaid. "The Secret Life of Walter Mitty" and "Story of an Hour" by Kate Chopin)

- How does the feminist theory influence our reading of texts?
- What role does the patriarchy continue to play in our society?
- How can I use theory to "read" the world?
- How are gender roles constructed and the patriarchy reinforced or challenged?

#### Assessment:

- a. In-class essay on "Story of an Hour:" Is Kate Chopin challenging or reinforcing the patriarchy in this story? How?

#### Unit 2: Theory in Practice (*Daddy Was a Number Runner* by Louise Meriwether)

- How does Marxist theory influence our reading of a text?
- How does feminist theory influence our reading of a text?
- How does psychological theory influence our reading of a text?
- How does critical theory deepen our analysis of a text?

#### Assessment

- a. Literary Essay analyzing the message of the novel through the lens of one critical theory
- b. Daily reading quizzes to demonstrate understanding and practice analytical skills

#### Unit 3: Theory in Practice: Author Study (*Flight* by Sherman Alexie, The film *Smoke Signals*, poems and essays)

- How does Marxist theory influence our reading of a text?
- How does feminist theory influence our reading of a text?
- How does psychological theory influence our reading of a text?
- How does critical theory deepen our analysis of a text?
- How does post-colonial theory influence our reading of a text?
- How does reading multiple works by one author deepen our understanding of author's craft and message?

#### Assessments:

- a. Creative Writing: Add a Chapter to *Flight*
- b. Comparative Paper using a theoretical lens to draw connections between *Flight* and *Daddy was a Number Runner*

**Unit 4: Independent Reading Final Project (students choose one text: *White Tiger*, *A Lesson Before Dying*, *Secret Life of Bees*, *Catcher in the Rye*, *Handmaid's Tale*)**

- How does critical theory deepen our ability to analyze a text on our own?
- How do we hold analytical discussions of college level texts?
- How do we demonstrate our independence as readers, thinkers and speakers?
- How do we craft questions that yield interesting and meaningful discussion?
- How do we capture significant moments and analyze them deeply?
- How do we use evidence to determine author's purpose?

**Assessments**

- a. Each student conducts an analytical discussion with an adult who has read the same text