



The Scholars' Academy
An Accelerated College Preparatory School for Grades 6-12
27Q323, A Teaching and Learning Organization
"Technology Today, Smarter Tomorrow:
Removing Time and Place from Teaching and Learning"
320 Beach 104 Street, Rockaway Park, NY 11694
www.schools.nyc.gov/schoolportals/27/Q323
Tel: (718) 474-6918 Fax: (718) 945-8958

Principal
Brian O'Connell

Assistant Principals
Michele Smyth, Toni Marie Sorrentino, Scott Milczewski

Course: Advanced Placement English Literature and Composition

Teacher: Ms. Sadykov

Focus Question: How does a character's "tragic flaw" influence their actions, relationships, and worldviews?

Marking Period One Performance Based Task Description:

A tragic flaw is a struggle within a character to maintain a survival system long after it has outlived its usefulness. Essentially, it is a flaw that brings the protagonist to ruin or sorrow. Over the summer students will read *The Great Gatsby* by F. Scott Fitzgerald and *King Lear* by William Shakespeare. Students will take notes about the text and write a fully developed essay. The notes and essay are due on September 10, 2012 and will be counted towards the Term 1, Marking Period 1 report card grade.

Task Steps:

1. Read *The Great Gatsby* and *King Lear*.
2. Complete Task A - Take notes while you read in order to monitor for meaning.
3. Complete Task B - Write a literary response using the question prompt in the PBA description above.
 - a. Analyze both texts for literary techniques and stylistic choices.
 - b. Reference both texts with direct and indirect quotations.
 - c. Format the paper according to MLA guidelines.

Task A Requirements:

As you read *The Great Gatsby* and *King Lear*, take notes on the attached chart. Each response should be approximately 50-100 words. You must write one entry for each chapter and act, a total of 14 entries. Use one or more of the following topics per entry in the graphic organizer attached. In your notes, you should consider how the following literary devices function to convey the author's themes. Use appropriate quotes to support your analysis. Upon completion, detach the organizer and attach to the back of your essay.

- Descriptive language / imagery
- Figurative language
- Narrative tone/ perspective
- Reoccurring motifs / themes
- Dramatic, thematic, verbal and irony
- Characterization

Task B Requirements:

Write a literary response of approximately 750 words, using the question prompt in the PBA description above. In order to complete the task, you should incorporate the following into your essay:

- Identify *Gatsby* and *Lear*'s tragic flaws. (Introduction)
- Determine how the characters' tragic flaws manifest themselves in their actions. (Body)
- Define how the characters' flaws affect those around them. (Body)
- Determine how the characters' flaws influence their worldviews and values. (Body)
- Consider the personal, social / political consequences of those tragic flaws. (Body)
- Consider how those tragic flaws are still present in today's society. (Conclusion)

Key Common Core Standards:

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

W. 11-12.11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.

- a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.
- b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.
- c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.
- d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Student Outcomes:

- Students will critically read two texts and respond to an AP English Literature and Composition prompt
- Students will synthesize two texts and determine how a similar theme function within two texts from two varied time periods and genres
- Students will be able to analyze the rhetoric of literary writing rather than focus on plot summary

The Great Gatsby	Literary Techniques – Check of your choice	Notes – Explain how the author uses literary techniques to convey ideas and themes. Quote relevant text to support your analysis.
Chapter 1	<input type="checkbox"/> Descriptive language / imagery <input type="checkbox"/> Figurative language <input type="checkbox"/> Narrative tone/ perspective <input type="checkbox"/> Reoccurring motifs / themes <input type="checkbox"/> Irony-Dramatic, thematic, verbal <input type="checkbox"/> Characterization	
Chapter 2	<input type="checkbox"/> Descriptive language / imagery <input type="checkbox"/> Figurative language <input type="checkbox"/> Narrative tone/ perspective <input type="checkbox"/> Reoccurring motifs / themes <input type="checkbox"/> Irony-Dramatic, thematic, verbal <input type="checkbox"/> Characterization	
Chapter 3	<input type="checkbox"/> Descriptive language / imagery <input type="checkbox"/> Figurative language <input type="checkbox"/> Narrative tone/ perspective <input type="checkbox"/> Reoccurring motifs / themes <input type="checkbox"/> Irony-Dramatic, thematic, verbal <input type="checkbox"/> Characterization	
Chapter 4	<input type="checkbox"/> Descriptive language / imagery <input type="checkbox"/> Figurative language <input type="checkbox"/> Narrative tone/ perspective <input type="checkbox"/> Reoccurring motifs / themes <input type="checkbox"/> Irony-Dramatic, thematic, verbal <input type="checkbox"/> Characterization	
Chapter 5	<input type="checkbox"/> Descriptive language / imagery <input type="checkbox"/> Figurative language <input type="checkbox"/> Narrative tone/ perspective <input type="checkbox"/> Reoccurring motifs / themes <input type="checkbox"/> Irony-Dramatic, thematic, verbal <input type="checkbox"/> Characterization	
Chapter 6	<input type="checkbox"/> Descriptive language / imagery <input type="checkbox"/> Figurative language <input type="checkbox"/> Narrative tone/ perspective <input type="checkbox"/> Reoccurring motifs / themes <input type="checkbox"/> Irony-Dramatic, thematic, verbal <input type="checkbox"/> Characterization	
Chapter 7	<input type="checkbox"/> Descriptive language / imagery <input type="checkbox"/> Figurative language <input type="checkbox"/> Narrative tone/ perspective <input type="checkbox"/> Reoccurring motifs / themes <input type="checkbox"/> Irony-Dramatic, thematic, verbal <input type="checkbox"/> Characterization	
Chapter 8	<input type="checkbox"/> Descriptive language / imagery <input type="checkbox"/> Figurative language <input type="checkbox"/> Narrative tone/ perspective <input type="checkbox"/> Reoccurring motifs / themes <input type="checkbox"/> Irony-Dramatic, thematic, verbal <input type="checkbox"/> Characterization	
Chapter 9	<input type="checkbox"/> Descriptive language / imagery <input type="checkbox"/> Figurative language <input type="checkbox"/> Narrative tone/ perspective <input type="checkbox"/> Reoccurring motifs / themes <input type="checkbox"/> Irony-Dramatic, thematic, verbal <input type="checkbox"/> Characterization	

King Lear	Literary Techniques - Check of your choice	Notes – Explain how the author uses literary techniques to convey ideas and themes. Quote relevant text to support your analysis.
Act I	<input type="checkbox"/> Descriptive language / imagery <input type="checkbox"/> Figurative language <input type="checkbox"/> Narrative tone/ perspective <input type="checkbox"/> Reoccurring motifs / themes <input type="checkbox"/> Irony-Dramatic, thematic, verbal <input type="checkbox"/> Characterization	
Act II	<input type="checkbox"/> Descriptive language / imagery <input type="checkbox"/> Figurative language <input type="checkbox"/> Narrative tone/ perspective <input type="checkbox"/> Reoccurring motifs / themes <input type="checkbox"/> Irony-Dramatic, thematic, verbal <input type="checkbox"/> Characterization	
Act III	<input type="checkbox"/> Descriptive language / imagery <input type="checkbox"/> Figurative language <input type="checkbox"/> Narrative tone/ perspective <input type="checkbox"/> Reoccurring motifs / themes <input type="checkbox"/> Irony-Dramatic, thematic, verbal <input type="checkbox"/> Characterization	

Act IV	_ Descriptive language / imagery _ Figurative language _ Narrative tone/ perspective _ Reoccurring motifs / themes _ Irony-Dramatic, thematic, verbal _ Characterization	
Act V	_ Descriptive language / imagery _ Figurative language _ Narrative tone/ perspective _ Reoccurring motifs / themes _ Irony-Dramatic, thematic, verbal _ Characterization	