

FICTION

1.3 Reading Literature

Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

NEW TO THE CURRICULUM:

- * *The Little Stranger*
- * **WC** - *Go Ask Alice*

PREVIOUSLY APPROVED NOVELS:

- * *Dracula*
- * **R**- *Lord of the Flies*
- * **WC** - *The Lovely Bones*
- * **R**-*Ellen Foster*
- * **E**-*Wuthering Heights*
- * *Far from the Maddening Crowd*
- * *Frankenstein (addendum created)*
- * *Brave New World (addendum created)*
- * *The Cat's Eye*

PREVIOUSLY APPROVED DRAMAS:

- **WC** - *MacBeth (addendum created)*
- *Hamlet*
- *Othello*
- *Much Ado About Nothing*

SUGGESTED EPICS:

- from *Beowulf (addendum created)*
- from *Gilgamesh, Ramayana, The Iliad, Paradise Lost (for comparison)*

SUGGESTED SATIRE:

- *Canterbury Tales (narrative poem) (addendum created)*
- from *Gulliver's Travels, Swift*
- *The Rape of the Lock (narrative poem)*
- "A Modest Proposal" (nonfiction connection)
- "The Curse of Frankenstein"--(Contemporary Connection-SNL skit)

SUGGESTED SHORT STORIES:

R=Remediation Strategy

E=Enrichment Strategy

12th Grade Fiction

- from *Morte d'Arthur*
- R - *The Macbeth Murder Mystery* by James Thurber
- *An Upheaval* by Anton Chekhov
- *The Lagoon* by Joseph Conrad (international author connection)
- R - *The Rocking-Horse Winner* by D.H. Lawrence
- R - *A Shocking Accident* by Graham Greene
- R - *Araby* by James Joyce (Irish Tradition)
- *The King is Dead, Long Live the King* by Mary E. Coleridge
- *What Men Live By* by Leo Tolstoy (Russian literature connection)
- R - *The Demon Lover* by Elizabeth Bowen (war and literature)
- R - *The Train from Rhodesia* by Nadine Gordimer (apartheid)
- *A Devoted Son* by Anita Desai

SUGGESTED POETRY: (*addendum created*)

- **Anglo-Saxon Elegies:** “The Seafarer,” “The Wanderer,” “The Wife’s Lament” (best in combination with *Beowulf*)
- **Villanelle:** “Do Not Go Gentle Into That Good Night” (great to introduce poetry)
- **Lyric:** “The Passionate Shepherd,” “The Nymph’s Reply,” “Still to be Neat,” “To the Virgins,” “To his Coy Mistress,” “To a Mouse,” “She Walks in Beauty,” “When I was One and Twenty,” “Naming of Parts,” “The Frog Prince,” “Not Waving but Drowning”
- **Dramatic Poetry:** “Porphyria’s Lover,” “My Last Duchess,” “Ah, Are You Digging on My Grave”
- **Ode:** “Ode to My Suit,” “Ode on a Grecian Urn,” “Ode to a Nightingale”
- **Elegies:** “In the Kitchen,” “To an Athlete Dying Young”
- **Sonnets**
 - Petrarch -- Sonnet 292 “The eyes I spoke of once”
 - Spenser -- Sonnet 30 “My love is like to ice”
 - Shakespeare -- Sonnet 130 “My mistress’ eyes”
 - Donne -- Holy Sonnet 10 “Death be not proud”
 - Barrett Browning -- Sonnet 43 “How do I love thee?”

Essential (Unit) Questions:

What are the strategies used to analyze an author’s purpose and how is this achieved in literature?

Competencies: The students will be able to...

- Differentiate between two competing ideas in a single text and evaluate the effect of those differing ideas on the text.
- Compare and contrast the conventions of a genre in two different cultures
- Analyze and evaluate the effect of historical events on literature
- Analyze and evaluate the purpose and effectiveness of the author’s use of literary devices

Related Common Core Standards:

Key Ideas and Details: Theme, Text Analysis, and Literary Elements

- **CC.1.3.11 - 12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interactions of the themes; provide an objective summary of the text.
- **CC.1.3.11 - 12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s implicit and explicit assumptions and beliefs.
- **CC.1.3.11 - 12.C** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

Suggested Activities/Strategies

- Use Talking to the Text to identify historical/literary connections in the text
- 3-2-1 Strategy to identify key ideas in a text
- Small group discussions focused on
 - Historical ideologies as they are presented in the text
 - Literary themes
- **R** - Crossword puzzle/word search on novel/character/theme development in work

Assessment Evidence:

- Quizzes on materials presented in class (definitions/content/comprehension)
- Unit test on work
- Short timed writings to evaluate comprehension
- Extended time writings to evaluate student’s analysis of the text
- Student’s reading logs
- Mini-presentations on *Canterbury Tales* character profiles
- Analysis essays
- Comparison/Contrast essays

R=Remediation Strategy

E=Enrichment Strategy

12th Grade Fiction

<ul style="list-style-type: none">● Reading logs to record plot/character/theme development in the work (R - <i>Provide outline with example of plot, character, theme, etc.</i>)● R - <i>Webbing plot diagram relationships</i>● Posters/collages/mini-presentations on related aspects of the work● Skits (students pose as characters from the text)● Study Island activities	<ul style="list-style-type: none">● Teacher observation● Study Island activities● E - <i>Small Group Presentations/Mini-Lessons regarding Authorial Purpose, Strategies, Theme, Tone, and Effectiveness</i>● E - <i>Research Topic of Choice</i>
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R=Remediation Strategy

E=Enrichment Strategy

Essential (Unit) Questions:

How does the reader assess the important elements of point of view, text structure, and tone within fictional texts?

Competencies: The students will be able to...

- Identify ways in which the text structure, tone, and point of view affects the reader's perceptions in various fiction genres
- Analyze the importance of text structure in relation to the author's purpose
- Analyze how the author's point-of-view affects the narration

Related Common Core Standards:

Craft and Structure: Point of View, Text Structure, and Vocabulary

- **CC.1.3.11 - 12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.
- **CC.1.3.11 - 12.E** Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
- **CC.1.3.11 - 12.F** Evaluate how words and phrases shape meaning and tone in text.

Suggested Activities/Strategies

- Use Talking to the Text to identify and analyze the use of tone, mood, and structure in a text
- Use a T-chart or other graphic organizer to identify ways in which the author uses tone to create mood
- Small group discussion
- **R** - Create questions for a quiz regarding the elements of point of view, text structure, and tone. Provide examples of each level of Bloom's Taxonomy questions to assist

Assessment Evidence:

- Quizzes on materials presented in class
- Reading Tests / Reading Quizzes to apply knowledge
- Teacher observation
- Study Island activities
- **E** - Mini-Lesson / Group Presentation regarding any element of characters, setting, and plot

Essential (Unit) Questions:

How does the representation of a subject/work compare in two different artistic mediums?

Competencies: The students will be able to...

- Identify, explain and analyze the presence of historical ideologies in the text
- Identify and analyze how historical events influenced fictional texts
- Evaluate the portrayal of historical events, including bias and authorial intent
- Explain the historical and/or cultural significance of fictional texts
- Determine the impact of various methods of the same text (oral, visual, and written)

Related Common Core Standards:

Integration of Knowledge and Ideas: Sources of Information and Text Analysis

- **CC.1.3.11 - 12.G** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or a recorded novel or poetry), evaluating how each version interprets the sources text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- **CC.1.3.11 - 12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

Suggested Activities/Strategies

- Perform research to determine the relationship between the fictional text and the historical events
- Think-Pair-Share how historical events influenced fictional texts
- Small group and whole class discussions regarding bias and authorial intention
- Compare and contrast a literary work with a movie adaptation of that work
- Compare and contrast individual scenes of various movie adaptations of a work of literature
- **R** - Research historical time period (create timeline highlighting significant events)
- **R** - Pictorially demonstrate historical time period in a collage or timeline
- **R** - Draw caricatures or comic

Assessment Evidence:

- Quizzes on materials presented in c (definitions/content/comprehension)
- Unit test on work
- Short timed writings to evaluate comprehension
- Extended time writings to evaluate student’s analysis of the text
- Research essays on historical connections to literature selections
- Study Island activities
- Character presentations- *Canterbury Tales*
- **E** - Mini-Lesson / Group presentations regarding historical connections
- **R**- Draw caricatures or comic strips on historical events and blend it with the literature the students are reading.

R=Remediation Strategy

E=Enrichment Strategy

<i>strips on historical events and blend with the text</i>	
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Essential (Unit) Questions:

What are strategies that help to clarify the meaning of new vocabulary terms in literature?

Competencies: The students will be able to...

- Identify a synonym/antonym for a word in the text
- Understand the function of affixes and identify the meaning of a word with an affix
- Utilize context clues to make meaning of unfamiliar vocabulary terms
- Make predictions and draw conclusions about unfamiliar vocabulary terms
- Use knowledge of words from literary works to recognize and understand the meaning of new words during reading.
- Use new words accurately in speaking and in writing
- Establish a reading vocabulary by identifying and correctly using new words acquired through the study of relationships to other words.
- Effectively use a dictionary or a related reference to find the meaning of a word.
- Understand the meaning of and apply key vocabulary across the curriculum

<p>Related Common Core Standards: <i>Vocabulary Acquisition and Use: Strategies</i></p> <ul style="list-style-type: none"> ● CC.1.3.11 - 12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools. ● CC.1.3.11 - 12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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<p>Suggested Activities/Strategies</p> <ul style="list-style-type: none"> ● Worksheets on new vocabulary ● Worksheets to review previous vocabulary ● Use Talking to the Text to identify and define unfamiliar words in a text ● Crossword puzzles/Word 	<p>Assessment Evidence:</p> <ul style="list-style-type: none"> ● Quizzes on materials presented in class (definitions, word meanings, and affixes) ● Correct use of new vocabulary in individual or in group writing assignments. ● Correctly identify multiple meaning of words (connotation) within
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<p>searches including new and recall vocabulary (R - <i>Provide a Word Bank</i>)</p> <ul style="list-style-type: none"> ● Write a short story implementing new vocabulary terms (small group or individual) (R - <i>Create a comic strip</i>) ● Create notecards for a study strategy ● R - <i>Vocabulary notecards by drawing pictures or mnemonics.</i> ● R - <i>Personal Vocabulary Journals</i> ● R - <i>Reference sheet of required definitions</i> ● R - <i>K.I.M. Vocabulary Strategy</i> (Beck, McKeown & Kucan, 2002). Instruct students on the following acronym: <ul style="list-style-type: none"> - <i>K</i> represents the key word; students record the word to be learned. - <i>I</i> represents important information; students record what they have learned about the key word in "their own words." - <i>M</i> represents memory clue or mnemonic (Drawing, picture or symbol) 	<p>texts</p> <ul style="list-style-type: none"> ● Teacher observation ● Small Group <p>Presentations/Mini-Lessons regarding</p> <ul style="list-style-type: none"> ○ Figurative Language ○ E - <i>Connotation/Denotation and Shades of Meaning</i> ○ E - <i>Research Topic of Choice</i> ○ Study Island activities
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Essential (Unit) Questions:

How does the importance of being able to read independently and proficiently aid in your ability to comprehend literary fiction?

Competencies: The students will be able to...

- Read and comprehend various works of fiction
- Read multiple fiction works on or above grade level
- Read independently and proficiently

Related Common Core Standards:

Range of Reading

- **CC.1.3.11 - 12.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

Suggested Activities/Strategies

- Talk to the Text to identify supporting details and main ideas
- Placemat Activity
 - R - Provide sentence starters in one section of placemat*
- *R - Chunk readings into smaller paragraphs and summarize each chunk*
- *R - Graphic organizer to display main idea and supporting ideas*
- Scaffold instruction so students can practice skills with success
- *R - Provide visual representation of parts of presented literature to support comprehension*

Assessment Evidence:

- Regular quizzes to assess comprehension
- Assessment of Talking to the Text to evaluate student use of individual reading strategies
- Mini-presentations of work's main idea/Think-pair-share; Socratic Seminar
- *E - Group Mini-Lesson of Main Idea or Central Theme of Work*
- *E - Research Topic of Choice*
- Study Island activities

ADDENDUM: Elements of Literature: Literary Terms

- Rhetorical Language

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- Metaphor
- Allusion
- Understatement
- Style
- Characterization
- Motivation
- Theme
- Flashback
- Dramatic Irony
- Verbal Irony
- Situational Irony
- Euphemisms
- Oxymoron
- Simile
- Imagery
- Symbolism
- Literal Language
- Sarcasm
- Point of View/Perspective
- Inciting Incident/Generating Circumstance
- Conflict
- Protagonist/Antagonist
- Setting
- Foreshadowing
- Personification
- Repetition
- Suspense

ADDENDUM: Elements of Literature: Types of Reading and Literature

Proficient:

- Persuasive Essay
- Newspaper Article
- Magazine Article
- Novel
- Poetry
- Poetic Types
- Free Verse
- Sonnet
- Narrative Essay
- Informative Essay
- Descriptive Essay
- Exploratory Essay
- Fiction
- Nonfiction
- Short Story
- Autobiography
- Biography
- Play
- Haiku

ADDENDUM: Elements of Writing: Poetic Devices

Proficient:

- Alliteration
- Internal Rhyme
- Connotation
- Denotation
- Style
- Onomatopoeia
- Assonance
- Rhythm
- Meter
- Repetition
- Syntax
- Diction

ADDENDUM: Elements of Writing: Types/Styles of Writing

Proficient:

- Narrative
- Persuasive
- Argumentative
- Informative
- Descriptive
- Explanatory
- Compare/Contrast
- Definition
- Short Story
- Newspaper Article

ADDENDUM: Elements of Writing: Writing Skills

Proficient:

- Complete Sentence
- Run-on/Fragment
- Paragraph Structure
- Introduction
- Thesis Statement
- Body Paragraph
- Topic Sentence
- Supporting Detail
- Concluding/Clincher Sentence
- Conclusion
- Outlining
- Summarizing
- Quoting
- Pre-Writing

ADDENDUM: Essential Content for *Beowulf*

- **Epic/Saga** - A long narrative poem celebrating the deeds of a hero and meant to serve as a way to teach the values of a given society as well as to entertain. It was usually composed as it was sung and combined with existing songs and legends. Saga is the Norse word for Epic.
- **Mead Hall** - Center of Anglo-Saxon Warrior society. Place where the warriors celebrate their victories, listen to the tales of their people and prepare for battle. It also serves as a monument to the king as a form of immortality.
- **Comitatus** - the loyalty code between a band of warriors and their king, or ring-giver. It can also be used to describe the band of warriors loyal to a king.
- **Blood-feud** - a long-running fight between two clans, usually started when one member attacks, insults, or kills a member of the other.
- **Weregild** - (death-price)—the amount paid to a family, tribe or nation for the death of an individual as an attempt to avert a blood-feud.
- **Flyting** - exchange of insults usually begun with accusations of cowardice and may lead to an actual battle between two or more warriors.
- **Mead-giver** - queen or other honored woman who passed the ceremonial mead-cup among the troops often by rank in order to reinforce the rank each warrior held within the band.
- **Peace-Weaver** - A woman given in marriage to a man from a warring faction in the hopes of cementing a peace. This arrangement rarely, if ever, worked. Within the war bad, the peace-weaver, as queen, would serve the role of diplomacy, maintaining peace among the warriors.
- **King's Roles** - "nation's shield," "ring-giver" and ultimate warrior
- **Witan** - king's council of advisors made up of his most trusted "retainers," or soldiers.
- **Warriors (earls)** - were the ruling class of society.
- **Warrior values** - Glory, fame, loyalty, honor, humility.
- **Immortality** - can be gained in two ways: 1) "true" immortality with the gods in Valhalla, or 2) being remembered in the songs and stories or building of mead-halls.
- **Scop** - Poet who composed, preserved, and recited the oral history and literature of the tribe.
- **Wyrd** - literally "that which has happened." This Anglo-Saxon concept states that the choices each person makes affects our personal fate, the fate of those around us, and ultimately the fate of the world.
- **Fatalism** - belief in fate or the mental attitude submitting to the will of fate.
- Valhalla - warriors who die gloriously in battle may earn their immortality in this mead-hall of the Gods. Any dishonorable act in any part of their lives, however, could keep them from gaining immortality.
- **Hubris** - excessive pride or sense of self-importance that negatively affects one's judgement.
- **Litote** - understatement in which you state a positive by negating its opposite: (not a bad idea; not unhappy)
- **Stock Epithet** - an adjective or adjective phrase used together with, or in place of the name of a person or thing
- **Kenning** - a two-word stock epithet used in place of a person's name. (whale road for ocean)

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- **Pagan/Christian** - Although the original epic was composed as part of a pagan society, Christian elements were added over the years of oral tradition as Christianity took a firmer hold among the Anglo-Saxon people. This creates a conflict of ideas throughout the epic.

ADDENDUM: Essential Content for *Canterbury Tales*

- **Geoffrey Chaucer** was considered the first great English Poet.
- ***Canterbury Tales*** was written sometime between 1380 and 1400. It was never finished and was not published until after Chaucer's death.
- **Satire** is a type of writing, which pokes fun at groups of people, society, or institution. This is done to stress a *weakness* with the intent of making a change in that person, society or institution.
- The **bubonic plague or Black Death** was rampant in the middle Ages. It was transmitted through **fleas** drinking the blood of infected rats and then biting humans.
- **Feudalism** is an economic and governmental system. All land belongs to the king, who distributes it among his vassals.
- **Fief**-a portion of land granted to a lord under the system of feudalism. In return for the privilege of being Lord of a fiefdom, the Lord supplied the king with knights and supplies.
- **Chivalry** is the moral and behavioral **code of conduct**, which *governed a knight's behavior*. Its qualities included: honor, courage, gallantry, chastity, courtesy, generosity, and loyalty, among others.
- **Squires** and **Pages** were attendants to the king. A page was usually 7 years old. He learned *social graces, fencing and hunting*. A squire was about 13-14 and began *training to fight*.
- Knights used a **coat of arms** to identify themselves. The coat of arms was used to identify a knight in battle as well as socially.
- Peasants made up 90% of the population.
 - Freemen—peasants who were not tied to the land.
 - Serfs—peasants who were tied to the land. Most likely descendents of Roman slaves or entered into serfdom because of debts owed to the lord.
- **The two swords of God** were the pope and the king, since each was the highest representative of God on Earth.
- **The Crusades** - Wars undertaken by Christians in the late Middle Ages to secure the right of Christian pilgrims to recover the Holy Land from its Muslim conquerors. In a broader sense a "crusade" was any war fought for religious reasons.
- **Pilgrimage** - Many people took religious pilgrimages for religious purposes, to repent for their sins, to ask to be cured of an ailment, or for entertainment.
- **Thomas A Becket**—The Archbishop of Canterbury who was murdered, supposedly by the orders of King Henry the 2nd.
- **The War of the Roses** - the houses of *York and Lancaster* competed for the throne. The end of the war in 1485 is used to mark the end of the Middle Ages.
- **Frame story**: a story within a story.

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- **Fabliau** - short *comic*, often *bawdy tale in verse* that *deals realistically and satirically with middle-class or lower-class characters*.
- **Beast Fable** - A brief story illustrating a moral. They often include talking animals or animated objects as the principal characters. The interaction of these animals or inanimate things reveals general truths about human nature.
- **Allegory** - The term loosely describes any writing in verse or prose that has a *double meaning*. This narrative acts as an *extended metaphor* in which persons, abstract ideas, or events represent not only themselves on the literal level, but they also stand for something else on the symbolic level.
- **Romance** - idealizes chivalry and the hero-knight. Usually involves a sense of romance and mystery involving supernatural elements.
- **Exemplum** - a short narrative used to illustrate a moral. Such stories were often used in sermons during the middle Ages.
- **Seven Deadly Sins** - a list of the most objectionable sins devised during the Middle Ages to educate people in proper moral behavior: *pride, greed, gluttony, sloth, wrath, lechery, envy*.
- **Relics** - The body (or piece) of a saint or an object related to a saint that is revered. These were often displayed for money during the middle ages and often faked.
- **Humors** - The balance of these four bodily fluids (phlegm, black bile, yellow bile, and blood) supposedly affected one's health. An imbalance of these fluids was considered the cause of many ailments.
- **Astrology** - Equating the movements of the planets and starts with one's health and the events on earth.
- **Great Chain of Being** - the belief that all of God's creation was subject to a strict hierarchy. As long as everyone stayed in his/her place, all of creation would be in harmony. If anyone tried to change their position in society, the chain would be disrupted. Any sin was, in effect, the cause of disharmony in the world.

ADDENDUM: Essential Content for *Poetry*

- **Subject:** the person, place, or object that is discussed in the poem.
- **Theme:** the central idea, message, or perception about life or human nature that the author shares with the reader.
- **Denotation:** The dictionary definition of a word
- **Connotation** The attitude or feeling associated with a word
- **Syntax:** the order of the words.
- **Diction:** the writer’s choice of words
- **Tone:** the expression of a writer’s attitude toward a subject.
- **Imagery:** Words and phrases that appeal to the senses, such as sight, smell, hearing, taste and touch.
- **Understatement:** a technique of creating emphasis by saying less than is actually or literally true
- **Hyperbole:** the truth is exaggerated for emphasis or humorous effect.
- **Verbal irony:** When a writer or character says one thing but means another
- **Symbol:** a person, place object or activity that stands for something beyond itself.
- **Metaphor:** makes a comparison between two basically unlike things that have something in common
- **Simile:** compares two things using “like” or “as”
- **Paradox:** a statement that seems to contradict itself, but in fact reveals some element of truth
- **Oxymoron:** two words used together to show a contradiction
- **Personification:** human qualities are attributed to an object, animal or idea
- **Allusion:** a reference to a historical or fictional person, place or event with which the reader is assumed to be familiar.
- **Meter:** a pattern of stressed unstressed syllables in a line of poetry.
- **Assonance:** the repetition of a vowel sound in two or more stressed syllables.
- **Alliteration:** The repetition of consonant sounds.
- **Onomatopoeia:** the use of words whose sounds echo their meanings.
- **Sonnet:** A poem of 14 lines divided into an octave (which sets up the situation) and a sestet (which responds to the situation. The three most common forms are Petrarchian, Spenserian, and Shakespearian.
- **Pastoral:** A type of lyrical poetry that discusses the idyllic life of shepherds.
- **Elegy:** An extended meditative poem on death or equally serious subject, usually in response to the death of another person.
- **Ballad:** A narrative poem that was originally intended to be sung and typically tells a story.
- **Dramatic monologue:** A type of lyrical poetry in which the speaker addresses a silent listener as if engaged in private conversation.

ADDENDUM: Essential Content for *Macbeth*

HISTORICAL CONNECTIONS

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12th Grade Fiction

- **King James I of England/James VI of Scotland**—son of Mary, Queen of Scots. He succeeded his mother to the throne of Scotland in 1587, and became king of England in 1603. Strictly protestant, he was the target of numerous assassination attempts in an effort to restore England to Catholicism.
- **Great Chain of Being**—The belief that all creation was subject to a strict hierarchy. Any attempt to change position in the hierarchy would disrupt the entire order and cause chaos.
- **Equivocation**—ambiguous language to conceal the truth or avoid committing oneself to an answer. It often relies on the double meanings of words. Ex: *A feather is light; what's light cannot be dark; therefore, a feather cannot be dark.*
- **Tragedy**—In Shakespeare's day, a play with an unhappy ending. It usually presents the downfall of a dignified character who is involved in historically/socially significant events.
- **Macbeth**—Tragedy probably written and performed in summer 1606 primarily to please the new King, James I.

ELEMENTS OF A TRAGEDY - ARISTOTLE

- **Tragic Hero**—Usually a person of importance in society, who has a tragic flaw that leads to his/her destruction.
- **Tragic flaw**—a weakness of character that leads directly to the tragic hero's downfall.
- **Outside forces**—often contribute to the hero's downfall.
- **Catastrophe**—the tragic resolution of a play, which usually involves the death of the tragic hero.
- **Catharsis**—Greek word that means “emotional cleansing” As a result of overwhelming feelings of pity, sorrow, astonishment, or anger toward the events of the play, the audience should feel a greater appreciation for life.
- Despite the events of the story, the tragic hero **meets death with courage and/or dignity.**

LITERARY CONCEPTS

- **Foil**—A character who provides a striking contrast to another character and calls attention to certain traits.
- **Primary themes in Macbeth:** 1) Vaulting Ambition, 2) Appearances vs Reality 3) Fate vs Free will
- **Secondary themes include:** 1) Supernatural forces intervening in human affairs, 2) roles of women vs. men,
- 3) loyalty, 4) effect of guilt
- **Motif**—a recurring word, phrase, image, object, idea, or action often related to one or more major themes.
- **Motifs in Macbeth include:** blood, ill fitting clothing, children, childbirth, sleep, water, and darkness, time, insanity.
- **Irony**—A contrast between expectation and reality.
 - *Situational*- When a character or reader expects one thing to happen, but something else happens.
 - *Verbal*- When one thing is said and another is meant.
 - *Dramatic*-When the reader or viewer knows something the character does not (i.e. gentle lady).

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- **Soliloquy**— A lengthy speech in a dramatic work in which a character speaks his/her thought aloud. Usually the character is on stage alone or is obviously separate from the other characters. **Purpose:** to reveal the characters inner thought, feelings, and plans.
- **Aside**—A remark in an undertone by a character either to the audience or to another character. It is heard by the audience but supposedly not by the other characters on stage. It also reveals thoughts, feelings, or plans of the character.

ADDENDUM: Essential Content for *Brave New World*

- **Aldous Huxley** wrote BNW as a response to the directions society was taking after WWI.
- **Novel of ideas**—a novel in which the examination of intellectual issues and concepts takes precedence over characterization or a traditional storyline.
- **Modernism**—literary period from roughly 1900-1950. Defined by a rejection of literary conventions and opposition to conventional morality, taste, tradition, and economic values.
- **Noble savage**—idea that primitive man is noble and good but becomes evil and corrupt as he becomes civilized.
- **Anti-hero**—central character who 1) lacks traditional heroic qualities, 2) typically distrusts conventional values and is unable to commit to any ideals 3) feels helpless in a world over which they have no control, 4) usually accepts and even celebrates his outcast state.
- **Satire**—literary technique in which ideas, customs, behaviors or institutions are ridiculed for the purpose of improving society.
- **Utopia**—fictional perfect place meant to be a paradise.
- **Dystopia**—an imaginary place where characters lead dehumanized, fearful lives. Dystopias are often based on utopian ideas, but show the dangers inherent in pursuing those ideas.
- **Primary themes in Brave New World:** 1) impact of science and technology on society; 2) individual freedom vs social stability; 3) Morality 4) knowledge of truth vs happiness in ignorance, 5) consumerism
- **Motifs:** look for recurring uses of words and ideas that help support the themes above (ie: Ford, Shakespeare, and the word “pneumatic”)
- **Eugenics**—the study and use of selective breeding to improve a species over generations, specifically physical features
- **Genetic Engineering**—process of manipulating genes in an organism, outside of the reproductive process
- **Conditioning**—psychological term for the learning of behavior as the result of certain conditions.
- **hypnopaedia**—Attempt to teach information to a person while sleeping. In Brave New World, this technique was used for moral instruction.
- **Caste system**—a method of dividing society according to social stature. In the *Brave New World*, there are five castes: alphas, betas, gammas, deltas, epsilons

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- **soma**—a fictional anti-depressant/hallucinogenic drug used by citizens of BNW to alleviate any unhappiness
- **atonement**—in our world it means “reconciliation with God,” such as “atoning” for one’s sins. In the Brave New World, it could almost be pronounced “At-ONE-ment,” and is intended to make everyone feel as if they are part of the whole.
- **Freemartins**—women sterilized at birth.
- **Bokonovsky**—fictional scientist in BNW who perfected the method of splitting embryos into multiples to create many identical people from one egg
- **Historical Connections:** Thomas Malthus, Bernard Shaw, Karl Marx, Leon Trotsky, Benito Mussolini, Herbert Hoover, Napoleon Bonaparte, Charles Darwin, Mikhail Bakunin, Mustapha Kemal Ataturk, Ludwig and Alfred Mond, Friedrich Engels, Henry Ford, Charles Darwin, Vladimir Lenin, Sigmund Freud, H.G. Wells, Ivan Pavlov, John Watson, Hermann Ludwig von Helmholtz

ADDENDUM: Essential Content for *Frankenstein*

- **Mary Shelley:** author of *Frankenstein*; wife of Percy Bysshe Shelley. Daughter of a known feminist writer (Mary Wollstonecraft) and a famous philosopher and atheist (William Godwin).
- **Industrial Revolution:** a technological, socioeconomic and cultural shift in the 18th and 19th centuries dominated by industry and machines in place of manual labor.
- **Frankenstein:** Gothic/Romantic novel dealing with the dangers of playing God.
- **Neoclassicism:** Literary movement in England during the late 17th and 18th century, which sought to revive the artistic ideals of classical Greece and Rome, and appealed to intellect over emotion, and wit over imagination; emphasis on order, restraint, logic, balance technical precision instead of content.
- **Romanticism:** An artistic and literary movement in the 18th and 19th centuries in which imagination, emotion and freedom are central. It was a revolt against the Neoclassicism of the previous centuries.
- **Characteristics of Romanticism** include
 - emphasis on individualism
 - spontaneity
 - freedom from rules
 - solitary life rather than life in society
 - the beliefs that imagination is superior to reason and devotion to beauty
 - love of and worship of nature
 - fascination with the past, especially the myths and mysticism of the middle ages
- **Gothicism:** a literary movement related to Romanticism which emphasized mystery, suspense, horror, supernatural, gloom and violence, a sense of fatalism
- **Primary theme of *Frankenstein*** explores the dangers of science and knowledge and the limitations of man.

Secondary themes of *Frankenstein* include: human injustice, responsibility, alienation, appearances, death, love.

Free Online Resources

Blogs

A blog is similar to a diary, but it is posted on the Internet where others can read and respond to it. It provides students an opportunity to write for an authentic audience.

- Class Blogmeister <http://classblogmeister.com/>
- Edublogs <http://edublogs.org/>
- Thingamablog <http://www.thingamablog.com/>
- Thinkquest <http://www.thinkquest.org/en/>
- Blogger <http://www.blogger.com/home?pli=1>

Bookmarking

These programs allow teachers to store bookmarks in one place, and allow others to access them. Delicious and Diigo are social bookmarking tools because they allow you to see what others are bookmarking in areas of interest.

- Delicious <http://www.delicious.com/>
- Diigo <http://www.diigo.com/>
- Portaportal <http://www.portaportal.com/>
- Symbaloo <http://www.symbaloo.com/>

Edmodo

Edmodo is an easy and engaging way to manage assignments, provide a way for students to communicate and create an online classroom.

- Edmodo <http://nasdschools.edmodo.com/>

Glogster

Students can easily create and share interactive posters.

- Glogster <http://www.glogster.com/>

Helpful Websites

These are additional websites that provide useful information for technology integration.

- Education World http://www.educationworld.com/a_tech/tech/tech176.shtml
- Teacher Training Videos <http://teachertrainingvideos.com/>

Jing

Jing allows students to take pictures or make short videos of what they see on their computer monitor. It helps students see how others “think aloud” or follow “how to” directions.

- Jing <http://www.techsmith.com/jing.html>

Online Survey Tools

Online survey tools allow students to collect and review data on a variety of topics.

- SurveyMonkey <http://www.surveymonkey.com/>

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- Google Docs Forms
<https://support.google.com/docs/bin/answer.py?hl=en&answer=87809>
- MicroPoll
<http://www.micropoll.com/>

Open Educational Resources

This page provides an annotated list of websites with OER (Open Educational Resources) for education teaching materials.

- Online and Distance Learning
<http://onlineanddistancelearning.com/oer>

Picasa

Picasa (owned by Google) is a tool for easily organizing and editing pictures. Photos can be shared securely, requiring a password to view.

- Picasa
<http://picasa.google.com/>

Podcasts

A podcast is an audio or video recording that's available on the Internet. Students can easily create these as assignments.

- Apple: Ready. Set. Podcast
<http://www.apple.com/education/podcasting/>
- Learning in Hand: Podcasting
<http://learninginhand.com/podcasting/>

SAT/ACT Vocabulary Builders

This is an online site where students can view videos to help build their vocabulary. Students can create their own video, in iMovie or Jing, after seeing examples on this site.

- VocabAhead
<http://www.vocabahead.com/>

Skype

Skype is a free “video conferencing” service. Classes can use it to collaborate with students and teachers all over the world. Classes can also use Skype to videoconference with an author or other people for research and other purposes.

- Skype
<https://education.skype.com/>

WebQuest

A WebQuest is an inquiry-oriented lesson format in which most or all the information that students work with comes from the web.

- WebQuest
<http://www.zunal.com/>

Wordle

Wordle is a visual cloud that picks out the most common words typed in text and gives them prominence by increasing size, making it easy to ascertain the essence of any text simply by looking at the cloud.

- Wordle
<http://www.wordle.net/>

Open Text Resources

University of Virginia Text Collection

UVA's library website.

- UVA Library
[http://search.lib.virginia.edu/catalog?f\[digital_collection_facet\]\[\]=UVA+Text+Collection](http://search.lib.virginia.edu/catalog?f[digital_collection_facet][]=UVA+Text+Collection)

Folklore and Mythology Electronic Texts

A comprehensive library of folktales, folklore, fairy tales, and mythology.

- Folklore and Mythology Electronic Texts
<http://www.pitt.edu/~dash/folktexts.html>

Poetry Foundation

An independent literary organization dedicated to promoting poetry to the widest possible audience.

- Poetry Foundation
<http://www.poetryfoundation.org/>

Project Gutenberg

Offers high quality e-books for free download.

- Project Gutenberg
http://www.gutenberg.org/wiki/Main_Page

Bartleby

A free Internet publisher of literature, reference works, and poetry.

- Bartleby
<http://www.bartleby.com/>

The American Academy of Poets

Biographies and news of over 500 American poets.

- The American Academy of Poets
<http://www.poets.org/>

The Poetry Archive

A specific site geared toward bringing poetry into the classroom, including lesson plans and activities.

- The Poetry Archive
<http://www.poetryarchive.org/poetryarchive/teachersHome.do>

Poem Hunter

A database of poetry.

- Poem Hunter
<http://www.poemhunter.com/>

ManyBooks

A collection of free e-books for the public domain.

- ManyBooks
<http://manybooks.net/>

Programs and Software

Bubbl.us

This is a visual learning tool that allows students to develop and organize their ideas.

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- Bubbl.us <https://bubbl.us/>

Comic Life

Outlining stories in comic/story-board format helps scaffold students to the essence of a story. In addition, creating comics is engaging and inspires creativity. This program is easy to use, and the possibilities are endless.

- Comic Life in Education <http://comiclifecom.com/education>

Discovery Education Streaming

This site provides digital instructional materials that take students beyond the textbook. The streaming videos are safe from advertisements and inappropriate material (a potential hazard of YouTube), and can help build students' background knowledge on topics in a visual manner.

- Discovery Education Streaming <http://streaming.discoveryeducation.com/>

Garageband

This is a recording studio that students can use to create music.

- Garageband <http://www.apple.com/ilife/garageband/>

iMovie

This is a way to make stories “come alive.”

- iMovie <http://www.apple.com/ilife/imovie/>

Inspiration

A visual learning tool that allow students to develop and organize their ideas.

- Inspiration <http://www.inspiration.com>

Keynote

Keynote is a program that allows students to create stylish mixed-media presentations on a Macintosh computer.

- Keynote <http://www.apple.com/iwork/keynote/>

Prezi

Prezi allows for more engaging/interactive presentations.

- Link <http://prezi.com/>

SlideRocket

SlideRocket is a web application that allows students to collaboratively create stunning-looking PowerPoint-style multimedia presentations, which can then be viewed and shared online.

- Prezi <http://www.sliderocket.com/>

Storykit

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This is an iPod “app” that allows students to create electronic storybooks.

- Storykit <https://itunes.apple.com/us/app/storykit/id329374595?mt=8>