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AP Literature Summer Reading Unit for My Antonia and Adventures of Huckleberry Finn [12th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: AP Literature Summer Reading Unit for My Antonia and Adventures of Huckleberry Finn

Grade Level: 12

Subject/Topic Area(s): AP Literature

Designed By: Amy R. Thomson

Time Frame: 19 days or 4 weeks

School District: Comal ISD

School: John Paul II Catholic High School

School Address and Phone: 6720 FM 482

New Braunfels, TX 78132

830-643-0802

Brief Summary of Unit (Including curricular context and unit goals):

This is an approximately four week unit intended for senior AP Literature students with daily forty five minute class periods. It is based on the novels My Antonia by Willa Cather, and Adventures of Huckleberry Finn by Mark Twain.

These novels were both summer reading assignments, so the students should have read them previously during the summer and completed assignments based on them before the unit begins. This unit will be the first one of the year, after about a week of assignments focused on getting to know the students and teambuilding.

Due to the fact that the novels have already been read, this unit goals focus on helping students acquire meaning from them, and on helping them lay the foundation for AP Literature curriculum with timed writings, Socratic Seminar, and open ended AP essay practice.

The first two weeks are spent on My Antonia. After collecting and reviewing the summer reading questions, we begin on class dialogues designed to help students unpack the text, connect their reading to themes, and become better at close reading and analysis. Afterwards I introduce Levels of Questioning and Socratic Seminar, which will be meaning and analysis tools we continue to use in every unit this year. Next I introduce timed writing strategies, and the students do their first timed writing practice of the year, which is scaffolded as it is based off of previous class dialogue. The students then use that timed writing as a basis for revision and editing with peer and teacher feedback, which gives them practice and helps them expand and enhance their original responses.

The second two weeks are spent on Adventures of Huckleberry Finn. We begin by comparing and contrasting the two summer reading novels with Pride and Prejudice, which is a novel they have read in a previous year. In this we focus on structure (form) and purpose (function) of the novel, which will help them in their analysis of this and future text. We continue with more reading dialogues and activities, and then a scaffolded revision of their Summer Reading Essay over Adventures of Huckleberry Finn where they receive feedback from the teacher. We finish with a second Socratic Seminar, and a final independent Timed Writing Essay where they show their transfer of thematic textual analysis and AP timed writing skills.

After this unit is completed, students should come away with understandings about how the past, our surroundings, and society can affect us, as well as increased knowledge and skill in Socratic Seminar skills, timed writing, and crafting AP style essays.

AP Literature Summer Reading Unit for My Antonia and Adventures of Huckleberry Finn

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p>TEKS: (5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters; and</p> <p>(C) compare/contrast the effects of different forms of narration across various genres of fiction</p> <p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p>NCTE: (1) Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</p> <p>Common Core Reading Standards: Key Ideas and Details (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.</p> <p>(2) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>1. Compose an AP style (Free Response question 3) analytical essay where they evaluate, interpret, and explain the following prompt:</p> <p>In some works of literature, childhood and adolescence are portrayed as times graced by innocence and a sense of wonder; in other works, they are depicted as times of tribulation and terror. Focusing on either <u>My Antonia</u> by Willa Cather, or <u>Adventures of Huckleberry Finn</u> by Mark Twain, explain how its representation of childhood or adolescence shapes the meaning of the work as a whole.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that....</i></p> <p>1. Our past can affect us, and can influence the course of our present and future lives.</p> <p>2. Our society and physical surroundings help to shape us, our actions, and our lives.</p> <p>3. We do not have to conform our beliefs or actions to what society tells us; we can evaluate situations, be introspective, consider our faith, and conclude for ourselves what a right course of action is for different situations.</p> <p>4. We can use written language to successfully synthesize, evaluate, interpret, and explain our perspective on a topic or issue.</p>	<p>Essential Questions</p> <p>1. How does our past affect our present and future?</p> <p>2. How can our society and physical surroundings shape us, our actions, and our lives?</p> <p>3. Why should we, and how can we be courageous and treat others with love, even when they are not valued by the society we live in?</p> <p>4. How can we best use written language to successfully synthesize, evaluate, interpret, and explain our perspective on a topic or issue?</p>

<p>Integration of Knowledge/Ideas (1) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Common Core Writing Standards: Text Types and Purposes (1) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	Acquisition	
<p>Knowledge <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. The setting, characters, plot, and themes of <u>My Antonia</u>. 2. The setting, characters, plot, and themes of <u>Adventures of Huckleberry Finn</u>. 3. A review of the parts of Freytag's Pyramid. 4. A review of the definitions and concepts of theme, symbolism, direct and indirect characterization, imagery, mood, tone, dramatic / verbal / situational irony, dialect, diction, syntax, connotation / denotation 5. Timed Essay writing process (brainstorming, planning, drafting, revising, and editing) 6. Essay writing process (brainstorming, rough draft, revising and editing, final draft) 	<p>Skills <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Identify and explain the use of literary terms and elements in <u>My Antonia</u> and <u>Adventures of Huckleberry Finn</u>. 2. Analyze the setting, characters, plot, and themes of <u>My Antonia</u> and <u>Adventures of Huckleberry Finn</u> 3. Examine the concept of the past and how it affects Jim and the other characters in <u>My Antonia</u>. 4. Evaluate how physical surroundings shape the lives of Jim and the other characters in <u>My Antonia</u>. 5. Investigate how society shapes (or doesn't shape) the lives of characters in <u>Adventures of Huckleberry Finn</u>. 6. Realize the need to evaluate situations, be introspective, consider their faith, and conclude for their selves what a right course of action is in different situations. 7. Write an analytical essay (timed and untimed) evaluating a novel in terms of a theme or idea: how that idea works in the novel and how it contributes to the meaning of the novel as a whole. 	

Stage 2 – Evidence

Performance Task Evaluative Criteria (for rubric)	CODE (M or T)	
<ul style="list-style-type: none"> • Essay responds clearly to the given prompt • Essay approaches the text analytically • Essay has a coherent thesis statement • Essay uses a logical organization with well-chosen transitions • Essay uses well-chosen evidence from the text in a refined way to support its claims and reasons • Essay does not use plot summary alone • Essay explains how the textual evidence supports and illustrates its thesis. • Essay uses a fluent and fluid writing style, including a wide ranging vocabulary and a variety of sentence structures • Essay does not contain grammatical errors 	T	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>1. Composing an AP style (Free Response question 3) analytical essay where they evaluate, interpret, and explain the following prompt:</p> <p style="padding-left: 40px;">In some works of literature, childhood and adolescence are portrayed as times graced by innocence and a sense of wonder; in other works, they are depicted as times of tribulation and terror. Focusing on either <u>My Antonia</u> by Willa Cather, or <u>Adventures of Huckleberry Finn</u> by Mark Twain, explain how its representation of childhood or adolescence shapes the meaning of the work as a whole.</p> <hr style="border-top: 1px dashed black;"/> <p>Other Evidence (e.g., formative)</p>
	M, T	<p>1. Compose an AP style (Free Response question 3) analytical timed writing where they evaluate, interpret, and explain the following prompt:</p> <p style="padding-left: 40px;">a. In many works of literature, past events can affect, positively or negatively, the present activities, attitudes, or values of a character. Analyze how Jim Burden’s relationship with the past is significant in <u>My Antonia</u> by Willa Cather, and how it contributes to the meaning of the work as a whole.</p>
	M, T	<p>2. Revise a previous essay in order to construct an AP style (Free Response question 3) analytical essay where they reconsider, reevaluate, reinterpret, and explain the following prompt:</p> <p style="padding-left: 40px;">a. In many works of literature, a physical journey - the literal movement from one place to another - plays a central role. Analyze how Huck and Jim’s river journey is significant in <u>Adventures of Huckleberry Finn</u> by Mark Twain, and how it contributes to the meaning of the work as a whole.</p>

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>	
A, M A, M	<ol style="list-style-type: none"> 1. Summer Reading Assignment for <u>My Antonia</u> by Willa Cather – reading comprehension and analysis questions 2. Summer Reading Assignment for <u>Adventures of Huckleberry Finn</u> by Mark Twain – annotation, critical thinking response journal, and rough draft of analytical essay about the river journey (see Other Evidence #2 under Stage 2) 	
CODE (A, M, T)	Learning Activities (Attached documents are <u>underlined</u>)	Progress Monitoring (e.g., formative data)
M M	<p>Day 1:</p> <ol style="list-style-type: none"> 1. Pre-Assessment - turn in Summer Reading Questions for <u>My Antonia</u> and <u>AP Literature Summer Reading Assignment for The Adventures of Huckleberry Finn</u> 2. <u>AP Literature Reflection for Summer Reading</u> 3. Essential Questions Activity or Chalk Talk and Writing <ol style="list-style-type: none"> a. Stick Note Activity – Write essential questions on large sheets of butcher paper and hang each separately in different locations around the room. Hand out sticky notes to each student and read over all essential questions together, pointing out their locations. Students will answer 1-2 of the questions on their sticky notes with a question, concern, or answer. Then once they are done they will stick the note on the question wherever it is located in the room. Once all answers are posted then there will be a class discussion going over the answers and talking about how they will frame the unit and future learning. b. Afterwards, have students choose one or more of the essential questions and write 1 page about how it applies to their own lives 	Summer Reading Questions for My Antonia, Summer Reading Journal and Essay for Huckleberry Finn, Summer Reading Assignments Reflection
A M A, M M	<p>Day 2:</p> <ol style="list-style-type: none"> 1. Review Freytag's Pyramid 2. Create My Antonia plot chart together as a class 3. Go over summer reading questions for My Antonia 4. HW: Find a paragraph or passage that relates to the past in My Antonia for class dialogue, and annotate it 	
A A, M M	<p>Day 3:</p> <ol style="list-style-type: none"> 1. Review theme, symbolism, direct and indirect characterization 2. Class Dialogue over The Past and My Antonia using student chosen passages 3. HW: Find a paragraph or passage that relates to the physical surroundings in My Antonia for class dialogue, and annotate it 	

<p>A A, M A M</p>	<p>Day 4: 1. Review imagery, mood, tone, 2. Class Dialogue over Physical surroundings and My Antonia using student chosen passages 3. Tell students your chosen practice passage of My Antonia for tomorrow 4. HW: Re-read and annotate passage for class practice Socratic Seminar tomorrow</p>	
<p>A A A, M M A, M</p>	<p>Day 5: 1. Introduce Socratic Seminar and give <u>Socratic Seminar Handout</u> 2. Review Levels of Questions 3. Close Reading teach and practice of a passage from My Antonia 4. Practice writing Socratic Seminar questions 5. HW: Close Reading of My Antonia passage for Socratic Seminar, create 5 questions</p>	<p>Practice Questions for Socratic Seminar</p>
<p>M M</p>	<p>Day 6: 1. Socratic Seminar over passage from My Antonia 2. HW: Socratic Seminar Reflection – last page of <u>Socratic Seminar Handout</u></p>	<p>Socratic Seminar Questions, Notes, Participation, and Reflection</p>
<p>A M M</p>	<p>Day 7: 1. Teach timed writing strategies and go over <u>9 Point AP Rubric for Writing About Literature</u> 2. Practice as a class 3. HW: Find 5 quotations to use for a timed writing over the past and My Antonia; mark them for use tomorrow</p>	
<p>M, T M</p>	<p>Day 8: 1. <u>My Antonia Practice Essay</u> Timed Writing 2. HW: <u>Timed Writing Reflection</u> (students will use the <u>9 Point AP Rubric for Writing About Literature</u> to help them complete this)</p>	<p>Timed Writing Rough Draft and Reflection</p>
<p>M A, M</p>	<p>Day 9: 1. Peer sharing and <u>Analytical Essay Timed Writing Peer Revision and Editing</u> (students will use the <u>AP Essay Rubric with Grade Conversions</u> to help them complete this) 2. HW: Look over peer comments and begin revising essay</p>	<p>Peer Revision</p>
<p>M M M, T</p>	<p>Day 10: 1. Give my comments on essays and have writing conferences 2. Students revise and edit, and begin writing final draft 3. HW: Finish final draft – due Tuesday</p>	<p>Timed Writing Final Draft</p>

<p>A, M M M M M</p>	<p>Day 11:</p> <ol style="list-style-type: none"> 1. Pride and Prejudice and Huckleberry Finn plot chart 2. Quick write <u>3 Circle Venn diagram</u> on comparing and contrasting the 3 novels 3. Compare all 3 novels in class dialogue (form, narration, structure) 4. Class creates novel posters for all 3, which include Title, Author, Genre, Structure, Style of Narration, and Purpose 5. HW: Review Summer Reading Journal and be prepared to discuss/defend your entries. Revise if you wish for a higher grade. 	<p>Venn Diagram comparing and contrasting novels</p>
<p>A M M</p>	<p>Day 12:</p> <ol style="list-style-type: none"> 1. Review dialect, diction, syntax, connotation/denotation 2. Go over summer reading journals for Huckleberry Finn 3. HW: Find a paragraph or passage that relates to society and/or physical surroundings in Huckleberry Finn for class dialogue, and annotate it 	
<p>A M M M M</p>	<p>Day 13:</p> <ol style="list-style-type: none"> 1. Review 3 types of irony – dramatic, situational, verbal 2. Class Dialogue over Society/physical surroundings and Huckleberry Finn using student chosen passages 3. Give back Summer Reading Essays and <u>Summer Reading Revision Essay</u> prompt sheet 4. HW: Re-read Huckleberry Finn Summer Reading essays and fill out <u>Summer Reading Essay Self-Assessment</u> 	<p>Summer Reading Essay Self-Assessment</p>
<p>M M M, T</p>	<p>Day 14:</p> <ol style="list-style-type: none"> 1. Give my comments on essays and have writing conferences 2. Students revise and edit, and begin writing final draft 3. HW: Finish final draft – due next class period 	<p>Final Draft of Huckleberry Finn Summer Reading Revision Essays</p>
<p>M M M M A A, M</p>	<p>Day 15:</p> <ol style="list-style-type: none"> 1. <u>Us vs. Them Inductive Activity</u> with <u>Group Fact Sheet</u> 2. Find 1 quote that shows mistreatment in Huckleberry Finn for class dialogue 3. Class dialogue over mistreatment and us vs. them mentality in Huckleberry Finn 4. Journal applying concepts to their own life 5. Hand out <u>Socratic Seminar Handout</u> 6. HW: Close Reading of Huckleberry Finn passage for Socratic Seminar, create 5 questions 	<p>Journal</p>
<p>M M</p>	<p>Day 16:</p> <ol style="list-style-type: none"> 1. Socratic Seminar on Huckleberry Finn 2. HW: Socratic Seminar Reflection – last page of <u>Socratic Seminar Handout</u>. Also, find 3 quotes from My Antonia and 3 quotes from Huckleberry Finn that that relate to the concept of childhood 	<p>Socratic Seminar Questions, Notes, Participation, and Reflection</p>

T	Day 17: Timed Writing <u>Summer Reading Final Assessment Essay</u> on My Antonia or Huckleberry Finn	Timed Writing Rough Draft
M	1. HW: <u>Timed Writing Essay Self-Assessment</u>	
	Day 18:	
M	1. Partner Conferences	
M	2. Essay Revision	
M	3. HW: Essay Editing	
	Day 19:	
M	1. Finish revising and editing	
M	2. Write Final drafts	
T	3. Final Drafts due	Timed Writing Final Draft

Summer Reading Assignment for *The Adventures of Huckleberry Finn* – AP Literature

Requirements:

1. As you read, you should annotate the text of your novel (to annotate is just to take notes on the text). You can make notes directly onto the text by highlighting or writing in the margins. Or, if you prefer not to write on the text, then you can use something like sticky notes and place them on the page where you would want your note to be. As a general rule, you should have at least 1 annotation per chapter, often with more for longer chapters. Possibilities for annotation:

Mark in the text:

- Character names and descriptions
- Setting (time, place, environment, weather, etc.)
- Vocabulary words you do not know
- Passages that show and/or connect to a theme in the text
- Passages that show major changes in characters
- Passages that are important and/or central to the text overall

Write in the margins:

- Summarize chapters or sections so you will remember the basic outline later
- Make predictions about what will occur later in the text, especially if you see something that foreshadows (gives a hint or clue about) future events
- Write your opinion about what is going on in the text
- Make connections to your own life, other literature you have read, media you have seen, or real world events
- Ask questions about what is going on in the text
- Make comments on the tools and techniques the author is using – mood, tone, point of view, structure, selection of detail, diction (word choice), figurative language, etc.
- Comment on any major themes, symbols, or motifs in the text
- Write about any patterns or repetitions you see in the text
- Explain your personal reaction to/opinion of parts of the text

2. As well, you will create a critical thinking response journal for your novel. You should use your annotations to help you create the journal. The format for this journal follows below:

CRITICAL THINKING RESPONSE JOURNAL FORMAT:

You will write **7 (seven)** journal responses that span the entire novel, and are not just from the beginning or one part of the novel. Each entry should be a minimum of 1 page or longer excluding step 1. For each entry, make sure that you include all of the following (a response of “I don’t know” or “I don’t have a personal connection/question/etc.” is not acceptable):

1. IMPORTANT QUOTE (Specificity, accuracy):

Write out the passage and the page number. Don’t forget to put quotation marks around your excerpt!

2. CONTEXT (Plausibility, clarity):

Describe the context in which the quotation appears. What is going on when this quote arises? Who is speaking? Who is listening?

3. SIGNIFICANCE:

What is the importance of the quote? Is the quote significant because it foreshadows an upcoming event? Is it giving insight into character? Is it validating an earlier quote or event? Does it parallel an important thematic or structural element in the piece? What issues are addressed?

4. INFERENCE (Relevance, precision):

What inferences can you make at this point based on this quotation?

5. PERSONAL CONNECTION (Breadth, depth, relevance):

In what way do you have or feel a personal connection to this quotation? How is it applicable to your life? What implications does it have in connection with your sense of your own identity?

6. QUESTIONS (Logic):

What question(s) do you have that spring from this quotation or your reading the novel at this point? Write any other question(s) that you would like to pose to your peers and/or teacher (when you return to school)?

3. Finally, you will complete the following writing assignment about your reading:

Write an organized (in paragraphs) 1 ½ page long explanation answering the following question –

In many works of literature, a physical journey - the literal movement from one place to another - plays a central role. In *The Adventures of Huckleberry Finn*, how is Huck and Jim's river journey significant, and how does it contribute to the meaning of the work as a whole? You should go beyond mere plot summary and reference specific parts of the text, incorporating well-chosen quotes and examples to help prove your thesis and reasons. Possible things to consider include mood, tone, point of view, structure, selection of detail, diction (word choice), figurative language, theme, etc.

Do your best on the writing assignment. It should be free of any errors and include all requirements. For grading purposes it will be considered as a rough draft, and we will use it in class as a basis for your first major writing piece of the year.

Your annotations will be checked, and your critical thinking response journal and writing assignment will be collected on the first day of school. I look forward to seeing you soon. God Bless and have a good summer!

-Mrs. Thomson

Name: _____ Period: _____ Date: _____

AP Literature Summer Reading Reflection

1. This summer for English class you read My Antonia and completed questions over the text. You also read Adventures of Huckleberry Finn, made annotations, completed a critical thinking journal, and wrote a short rough draft of an analytical essay. In your opinion, how was the workload?

2. Were you able to successfully complete all of the assignments? Why or why not?

3. Which part or parts overall were the easiest? Circle one or more and tell me why you chose it/them.

Reading and comprehending My Antonia

Questions over My Antonia

Reading and comprehending Huckleberry Finn

Annotation of Huckleberry Finn

Critical Thinking Journal for Huckleberry Finn

Rough Draft of Analytical Essay for Huckleberry Finn

4. Which part or parts overall were the hardest? Circle one or more and tell me why you chose it/them.

Reading and comprehending My Antonia

Questions over My Antonia

Reading and comprehending Huckleberry Finn

Annotation of Huckleberry Finn

Critical Thinking Journal for Huckleberry Finn

Rough Draft of Analytical Essay for Huckleberry Finn

5. Which part or parts overall do you think were the most useful? Circle one or more and tell me why you chose it/them.

Reading and comprehending My Antonia

Questions over My Antonia

Reading and comprehending Huckleberry Finn

Annotation of Huckleberry Finn

Critical Thinking Journal for Huckleberry Finn

Rough Draft of Analytical Essay for Huckleberry Finn

6. Which part or parts overall do you think were the least useful? Circle one or more and tell me why you chose it/them.

Reading and comprehending My Antonia

Questions over My Antonia

Reading and comprehending Huckleberry Finn

Annotation of Huckleberry Finn

Critical Thinking Journal for Huckleberry Finn

Rough Draft of Analytical Essay for Huckleberry Finn

7. How many and what types of books would you recommend for next year's summer reading and why?

8. How many and what types of assignments would you recommend for next year's summer reading and why?

Socratic Seminar Handout for _____

Purpose: For you to demonstrate your skills in the key components of English—reading, written expression, critical analysis, verbal expression, and careful listening—by critically examining and discussing an excerpt from the novel _____.

Procedure: The chairs will be arranged in two concentric circles. By the end of the period, you will have been a part of each of these circles once.

Inner circle: The inner circle engages in conversation about the passage. Students in the inner circle direct and moderate the discussion (I will not be asking or answering the questions). Ask the questions you have prepared, respond to others' questions, respond to others' responses, and generate new questions based on the flow of the conversation.

Outer circle: This group observes the activities of the inner circle and takes notes on the discussion (I will give you a notes sheet the day of the Socratic Seminar). You should write down notes on the topic being discussed and notes on how the group handles the discussion.

Guidelines for Socratic Seminar success:

1. Be polite at all times, even when you disagree with another's opinion.
2. Check your airtime (i.e. don't dominate the conversation).
3. Encourage others to speak and participate.
4. Refer to the text specifically when you are asking/answering questions.
5. **You must speak at least five times while in the inner circle.**

Preparation (to be done **tonight before** your Socratic Seminar) :

1. Re-read the given passage from the novel and annotate it.
2. Put your copy of the novel somewhere you will be sure to remember it. **BRING YOUR BOOK WITH YOU TOMORROW** (if you do not bring your book, you will lose points in the dialogue).
3. Generate discussion questions and optional visual (see guidelines below).

Question guidelines: (write your questions on the reverse side of this page)

- All questions should be thought-provoking, insightful, and text-specific.
- At least one question must involve a **quote** from the text (don't forget to write down the page number).
- At least one question must address the use of a **literary device** or literary devices in Cather's writing.
- At least one question must make a **comparison with another text** we've read this year, or a text you know the majority of the class has read.
- You may have two **free-choice** questions or one free-choice question and one full-color **visual** representation of some aspect of the text.

Your grade will be based on the quality or your participation in the inner circle, your observations from the outer circle, the questions you prepare in advance, and a seminar reflection you will complete after the discussion concludes.

Name: _____ Period: _____ Date: _____

Questions

1.

2.

3

4.

5. (write a question here or bring your thought-provoking, discussion-starting visual to the seminar)

Name _____ Date _____ Period _____

Outer Circle Notes

Please staple your questions to this paper and submit them before you leave the class.

<p>Insightful comments I hear</p>	<p>Things I wish I could say but can't because I'm in the outer circle</p>
<p>Shout-outs to impressive discussants</p>	<p>Suggestions for improved conversation</p>

Post-Seminar Reflection Questions

Answer the following questions thoughtfully and completely and in complete sentences.

1. Do you feel like your participation in today's seminar accurately reflects your skills as a reader, writer, critical literary analyzer, speaker, and listener? Why or why not?

2. What skill or skills required by the seminar do you feel you need to work on most?

3. How (if at all) did the seminar change the way you think about the novel? Explain.

9-Point AP Rubric for Writing about Literature

An 8-9 essay responds to the prompt clearly, directly, and fully. This paper approaches the text analytically, supports a well-written and coherent thesis with well-chosen and refined evidence from the text, and explains how the evidence illustrates and reinforces its thesis. The essay structure is logical and very well adapted to its content. The writer's style is fluent and fluid, using a wide range of purposeful and precise vocabulary and a variety of sentence structures. It is also free of mechanical and grammatical errors.

A 6-7 essay responds to the assignment clearly and directly but with less development than an 8-9 paper. It demonstrates a good understanding of the text and supports its thesis with appropriate textual evidence. The essay structure is logical and well adapted to its content. While its approach is analytical, the analysis is less precise than in the 8-9 essay, and its use of the text is competent but not always refined. The writing style in this paper is clear but not as fluid as an 8-9 essay. It employs a clear and specific range of vocabulary and a variety of sentence structures but not as successfully as an 8-9 paper, with few if any grammatical and mechanical errors.

A 5 essay addresses the assigned topic intelligently but does not answer it fully and specifically. It is characterized by a good but general grasp of the text, and uses the text to frame an apt response to the prompt. It may employ plot summary, use textual evidence sparingly, or offer evidence without attaching it to the thesis. The essay is clear and organized but may be somewhat mechanical or formulaic in structure. It might use general or imprecise vocabulary, or a more limited variety of sentence structures. The paper may also be marred by grammatical and mechanical errors.

A 3-4 essay fails in some important way to fulfill the demands of the prompt. It may not address part of the assignment, fail to provide minimal textual support for its thesis, or base its analysis on a misreading of some part of the text. This essay may present one or more incisive insights among others of less value. The writing may be similarly uneven in development with lapses in organization, clarity, vocabulary, sentence structure, grammar, and mechanics.

A 1-2 essay commonly combines two or more serious failures: it may not address the actual assignment, it may indicate a serious misreading of the text, it may not offer textual evidence or may use it in a way that suggests a failure to understand the text, it may be unclear, badly written, or unacceptably brief. The style of this paper is limited, and usually marked by egregious errors. Occasionally a paper in this range is smoothly written but devoid of content.

Essay 1 Grade Conversion*	Essay 2 Grade Conversion	Essay 3+ Grade Conversion
9 = 96-100	9 = 95-100	9 = 95-100
8 = 93-95	8 = 90-94	8 = 90-94
7 = 90-92	7 = 85-89	7 = 85-89
6 = 86-89	6 = 80-84	6 = 80-84
5 = 83-85	5 = 75-79	<u>5 = 70-79</u>
4 = 80-82	<u>4 = 70-74</u>	4 = 60-69
<u>3 = 70-79</u>	3 = 60-69	3 = 50-59
2 = 60-69	2 = 50-59	2 = 30-49
1 = 50-59	1 = 30-49	1 = 0-29

*These grade conversions are progressive, and can and might be adjusted over the course of the unit and year according to the ability and progress shown by the students.

Name: _____

Period: _____

Date: _____

My Antonia Practice Essay

In many works of literature past events can affect, positively or negatively, the present activities, attitudes, or values of a character. Analyze how Jim Burden's relationship with the past is significant in My Antonia by Willa Cather, and how it contributes to the meaning of the work as a whole. You should go beyond mere plot summary and reference specific parts of the text, incorporating well-chosen quotes and examples to help prove your thesis and reasons. Possible things to consider include mood, tone, point of view, structure, selection of detail, diction (word choice), figurative language, theme, etc.

Name: _____

Period: _____

Date: _____

Timed Writing Reflection

Today in class we did our first timed writing of the year. This reflection is designed to help you be introspective and think back on your performance. This will help me see where you are at in terms of timed writing skills, and will hopefully help you see where you are in your skill progression and what you can work on to improve.

1. Have you ever done timed writing for a class or test before today? Describe your experience with timed writing prior to now.

2. How did you feel about the amount of time you had to complete the essay? Was it too much, just enough, or too little? Why?

3. How successful do you feel you were on the timed writing essay? Why?

4. How do you feel you did on this timed writing assignment in comparison to the last one you did? Why?

5. What could have helped you in this timed writing assignment to do better? Explain.

6. What is a skill you know you are good at when it comes to writing in a timed setting? Why?

7. What is a skill you know you struggle with when it comes to writing in a timed setting? Why?

8. What is a skill you know you have improved on when it comes to writing in a timed setting? Why and how?

9. What can I do to help you the most in the future with your timed writing skills? Explain.

Your Name: _____ Period: _____ Date: _____

Analytical Essay Timed Writing Peer Revision and Editing

This revision and editing is for the timed writing written by: _____

1. Read your partner's analytical essay. Correct any misspellings and/or grammar mistakes you see as you go. You might have to read it more than once to complete the revision and editing.

2. Identification – identify the following parts of their essay in short phrases or sentences:

a. Thesis: _____

b. Supporting reasons: _____

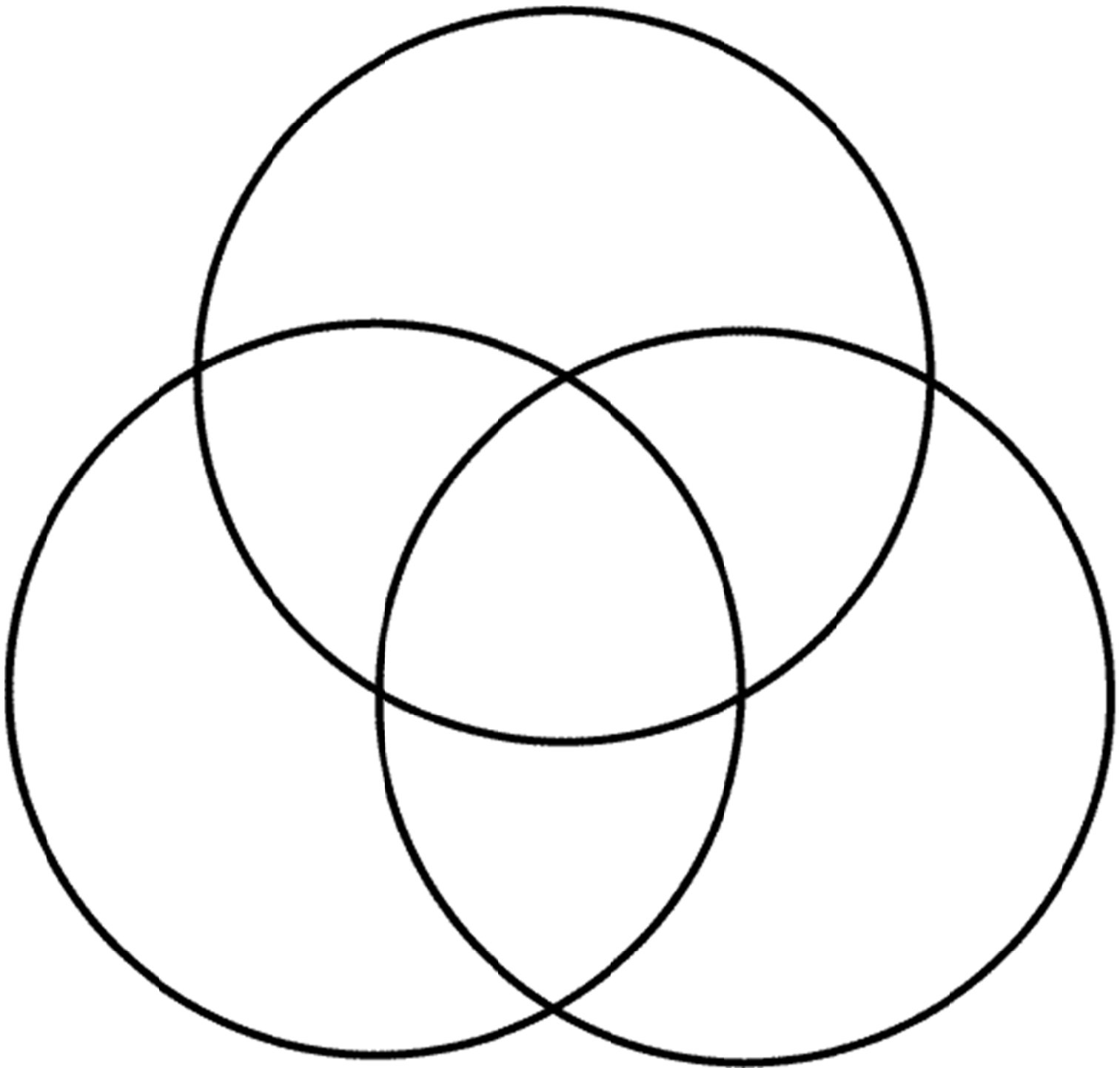
c. Structure – how does the author organize his or her essay? You can write an explanation in sentences or make a short outline below:

Name: _____ Period: _____ Date: _____

3 Circle Venn Diagram

Directions:

Label each Circle with the name of the piece of literature, and fill in each part to compare and contrast the 3 selections.



Name: _____

Period: _____

Date: _____

Summer Reading Revision Essay on Adventures of Huckleberry Finn

In many works of literature, a physical journey - the literal movement from one place to another - plays a central role. In *The Adventures of Huckleberry Finn*, how is Huck and Jim's river journey significant, and how does it contribute to the meaning of the work as a whole? You should go beyond mere plot summary and reference specific parts of the text, incorporating well-chosen quotes and examples to help prove your thesis and reasons. Possible things to consider include mood, tone, point of view, structure, selection of detail, diction (word choice), figurative language, theme, etc.

Name: _____

Period: _____

Date: _____

Summer Reading Essay Self-Assessment

1. Read your own analytical essay. Correct any misspellings and/or grammar mistakes you see as you go. You might have to read it more than once to complete the revision and editing.

2. Identification – identify the following parts of their essay in short phrases or sentences:

a. Thesis: _____

b. Supporting reasons: _____

c. Structure – how did you organize your essay? You can write an explanation in sentences or make a short outline below:

Lesson Title: Us vs. Them

Instructional model: Inductive Model

Step 1 – Concept formation (enumeration and listing, grouping, labeling and categorizing)

Us vs. Them

- Teacher has students pick cards when they enter class; students split into two groups and sit with their group.
- Teacher tells the class that they are doing an exercise in group identity and gives each group a sheet with neutral facts about both fictional groups. (see materials section below or create your own)
- Teacher then instructs the students to take 5-7 minutes to discuss with their group and come up with a plausible group identity based on the facts that pertain to their group. Students must write notes or a paragraph on their group identity, one per group. Teacher walks around monitoring the progress of each group.
- Once that task is completed the teacher gets the class' attention but does not have the groups share any of their results. Instead the teacher announces that they now have 10-15 minutes to determine as many reasons as possible why their group is better than the other group based on the facts about their own group, the group identity they have created from those facts, and the facts pertaining to the other group. Again these should be recorded in a group sheet, one per group. Teacher walks around monitoring the progress of each group.
- After the 5-7 minutes are up the teacher calls the class to attention and has both groups present their created identity and reasons why their group is better than the other.

Step 2 – Interpretation of data (identifying critical relationships, exploring relationships, making inferences)

- Teacher has the class sit down in their normal seats and gives them 5 minutes to individually write a short reflection on the exercise in their journals.
- Teacher then conducts a whole class discussion about the exercise and their journal reflections. Questions can include:
 - How did you like the exercise? Did anyone feel uncomfortable during this exercise? What made you feel that way?
 - How did you feel when giving reasons why your group was better than the other group?
 - How did you feel when the other group was giving reasons why they were better?
 - How did this exercise create divisions in the class?
 - Was the determination of how each group was better skewed or weighted in any way and how so?
 - Was either group truly better than the other?
 - Are the questions and/or assumptions (being able to determine group identity from neutral facts on a page, determining which of two groups is better than the other) flawed to begin with?
 - What purpose did the exercise accomplish? What did you learn from it?

Step 3 – Application of principles (predicting consequences/explaining unfamiliar phenomena/hypothesizing, explaining and/or supporting the predictions and hypotheses, verifying the prediction)

- Teacher has the students get into pairs; students should discuss how this activity and discussion can apply to Adventures of Huckleberry Finn by Mark Twain. Students should find a quote that show mistreatment in Huckleberry Finn.
- Teacher then conducts a whole class session where the students decide to what extent the Us vs. Them mentality contributes to mistreatment in Huckleberry Finn, and how it applies.
- As a checkout students write a paragraph explaining how Us vs. Them and mistreatment can or has applied to their own lives.

Group Fact Sheet

Azinians:

1. Like being outside.
2. Have made many discoveries in the field of anthropology.
3. Do not like structure and organization.
4. Prefer to accomplish some tasks without using technology.
5. Like to use the things they have until they wear out.
6. Have a more community oriented society.
7. Create many works of art.
8. Have a slow pace of life.
9. Have an average of 5 children per family.
10. Reside primarily in smaller rural developments.

Group Fact Sheet

Zainians:

1. Do not like being outside.
2. Have made many discoveries in the field of genetics.
3. Like structure and organization.
4. Use a lot of technology.
5. Like to have the latest and greatest of everything.
6. Have a more individualistic society.
7. Streamline many processes.
8. Have a fast pace of life.
9. Have an average of 2 children per family.
10. Reside primarily in large urban developments.

Name: _____

Period: _____

Date: _____

Summer Reading Final Assessment Essay

In some works of literature, childhood and adolescence are portrayed as times graced by innocence and a sense of wonder; in other works, they are depicted as times of tribulation and terror. Focusing on either My Antonia by Willa Cather, or Adventures of Huckleberry Finn by Mark Twain, explain how its representation of childhood or adolescence shapes the meaning of the work as a whole.

Name: _____

Period: _____

Date: _____

Timed Writing Essay Self-Assessment

1. Read your own analytical essay. Correct any misspellings and/or grammar mistakes you see as you go. You might have to read it more than once to complete the revision and editing.

2. Identification – identify the following parts of their essay in short phrases or sentences:

a. Thesis: _____

b. Supporting reasons: _____

c. Structure – how did you organize your essay? You can write an explanation in sentences or make a short outline below:

