

## FIRST NINE WEEKS

**Record dialectic journal entries on literary elements** found in the readings, especially noting how they relate to the thematic development.

**Character Sketch:** Compose a character analysis essay of Mrs. Van Hopper from Daphne Du Maurier's *Rebecca* reflecting 1) her physical appearance; 2) her actions and her own words; 3) other character's comments and reactions to her; and 4) her inner thoughts and psychological motivations. Use quotations from the novel to prove your points documenting them according to MLA. Select your own title, proofread for spelling and grammar, and edit for sentence structure, logic, transitions, etc. [Any character from any of the major works will work with this assignment.]

**Compare/Contrast Essay:** Compose an essay that distinctly points out the similarities and differences of the two societies in *Dead Poets Society* and *A Separate Peace*. It would be appropriate to also compare the themes of the two works. Integrate effective quotations and document them according to MLA. Go through revising and editing stages before submission.

**Identity Project:** [You may choose to use any of the many identity projects available.] One option includes a personal narrative describing an anecdote that actually defines the "moment" you realized you were growing up, an original identity poem created through extended metaphor, an original "created" symbol that reflects the "true you", and a sample of what you would consider to be your "identity" music/song. The culmination of the project is to present the "total you" to the class, reciting and describing each element of the project.

**Reflective Writing:** Write about a specific influence that has affected who you are today.

**Begin literary analysis of passages: annotate the literary elements** in the short passages from the readings;

**Two 20 minute timed writings:** Using the annotations as a foundation for an essay, explain how the elements create meaning.

**Begin literary analysis of poetry: annotate poems using the TP-CASTT formula.** Write final analysis of three of the poems in essay format.

**Alternative Extension Activity:** Find three songs that reflect the theme of identity. First summarize the song lyrics. Then choose specific phrases that you particularly like. Why? Do they contain figurative language, allusions, or paradox? Identify these writers' techniques.

**Photo Poem:** Student provides a photograph that captures a memorable childhood event. Using the snapshot as a springboard to writing, the student will write a poem about the people and event in the personal photo.

## **SECOND NINE WEEKS**

**Record dialectic journal entries on literary elements** found in the readings, especially noting how they relate to the thematic development.

**Essay response to open-ended prompt:** Write an analytical essay of the character motivation for those involved in the selected play.

**Select passages from the selections to answer this question:** What influences, which lead the characters to act/react as they do, are evident in the literature?

**Timed Writing:** Select one of the annotated passages from the play to use as a foundation for a multi-paragraph explanation the various influences that affect character development.

**Extension Activity:** In a public place, listen to a dialogue and jot down languages that is interesting to you. From the language employed in the conversation, make a determination about the people i.e., level of education, hidden persuaders, prejudice, attitude toward self and others. Compile the information in report format.

**Write a letter of persuasion** to encourage an individual to maintain (or reject) his human condition.

**Extension:** Create a dramatic scene with a theme of resistance that incorporates the language of both political and commercial propaganda.

**Multi-paragraph research paper:** Individual teachers may choose specific approaches and topics; however, each English II Pre-AP student should complete the entire research process producing a research paper of approximately 750-1000 words, using the MLA documentation format.

### THIRD NINE WEEKS

**Record dialectic journal entries on literary elements** found in the readings, especially noting how they relate to the thematic development.

**Essay response to open-ended prompt:** *Of Mice and Men*: What stylistic and/or literary techniques does the author employ to make the theme of isolation more evident? (i.e., imagery, figurative language)

**Timed Writing:** Select one of the annotated passages from the novel to use as a foundation for a multi-paragraph explanation that illustrates how an individual attempts to cope with isolation. Analyze the coping strategies used.

**Summarize and paraphrase researched information** on apartheid in report format.

**Compare/contrast essay:** Compare factual and fictional versions using the news article “Girl Trapped in Water for 55 Hours Dies” with “And of Clay Are We Created.”

**Reflective Writing:** Choose three paragraphs from “The Leap” to use as a springboard to write your own reflections.

**Annotate several poems** using TP-CASTT analysis, including all elements studied so far including prosody (meter and verse structure) and figures of speech.

**Write a literary analysis essay** using one of the poetry annotations as a foundation for a multi-paragraph analysis of a poem.

## FOURTH NINE WEEKS

**Record dialectic journal entries on literary elements** found in the readings, especially noting how they relate to the thematic development.

**Write an analytical essay** describing the author's use of the elements of science fiction. Make sure you identify and analyze concerns of science fiction: man's role in technocratic society, social roles today and tomorrow; prophecies, and warnings of the world to come; utopias and dystopias.

OR

Anthem portrays a totalitarian world of the future. In contrast to other such portrayals, the world of Anthem is technologically backward. What point about technology was Ayn Rand making, and how do events of the story establish that point?

**Summarize excerpts** about utopias, focusing on what utopia is, and using appropriate quotations.

**Summarize excerpts** focusing on what dystopia is and using appropriate quotations.

*\*Present orally the features of one of the experimental utopias. Make sure to have a visual element to illustrate the important features of the utopia.*

**Write a literary analysis of several passages** from fiction and nonfiction works. Identify and analyze concerns of science fiction. Demonstrate the effectiveness of the author's style, tone, point-of-view, etc.

**Annotate several poems** using TP-CASTT analysis, including all elements studied so far including prosody (meter and verse structure) and figures of speech.

**Write a literary analysis essay** using one of the poetry annotations as a foundation for a multi-paragraph analysis of a poem.