

English 12

Course Overview

The Senior Course centers on the critical theories of Reader Response, Cultural, Marxist, Feminist, Historical and Archetypal as they are applied to various texts: photography, film (Rear Window), drama (*Pygmalion & Othello*), short stories, and communications media (news articles, documentaries, print ads, and commercials).

Materials

Grudzina, Rebecca, Johnson, Abigail, Lewis, Casseia, and Hansford, Natalie, editors.

SpringBoard: English Language Arts. The College Board, 2021.

SparkNotes. *No Fear Shakespeare Othello*. New York, Spark Publishing, 2003.

Shaw, George Bernard. *Pygmalion*. Dover Publications, Inc. 1994.

Othello. Directed by Oliver Parker, Performances by Laurence Fishburne, Irene Jacobs, and Kenneth Branagh, Castle Rock Entertainment, 1998.

Othello. Directed by Jonathan Miller, Performances by Sir Anthony Hopkins, Bob Hoskins, and Penelope Wilton, BBC, 1981.

My Fair Lady. Directed by George Cukor, Performances by Audrey Hepburn and Rex Harrison, Columbia Broadcasting System, Inc. 1964.

Standards: Please refer to the

[PA Common Core Reading, Writing, Speaking, Listening, Grade 12](#)

Course Outline

Unit 1: Perception Is Everything (Introducing Reader-Response Criticism)

- A. Poetry: “On Being Brought from Africa to America,” by Phillis Wheatley
 - 1. Introducing Reader Response
- B. Poetry: “The New Colossus,” by Emma Lazarus
 - 1. Metacognitive Markers
 - 2. Poetic Devices
- C. Poetry: “in Just-,” by E.E. Cummings, “Mushrooms,” by Sylvia Plath, “Water,” by Anne Sexton
 - 1. Applying Reader-Response Criticism
- D. Poetry: “I Remember,” by Edward Montez
 - 1. Creating Meaning
 - 2. Sensory Details
- E. Poetry: “A Poison Tree,” by William Blake
 - 1. Exploring Poetic Form
- F. Novel Excerpt: Prologue from *Invisible Man*, by Ralph Ellison
 - 1. Another Perspective on the World:
 - 2. Syntax
- G. Argumentative Text: “Clothing Brands Need to Step Up and Keep Women Safe in Their Factories,” by Aruna Kashyap

- 1. Exploring Rhetoric Introducing the Argumentative Strategy:
- 2. SOAPSTone
- H. Speech: to the National American Woman Suffrage Association, by Florence Kelley
 - 1. Critiquing and Evaluating an Argument
- I. Informational Text: Children’s Bureau Act
 - 1. Critiquing and Evaluating an Argument
- J. Argumentative Text: “Profiting on the Backs of Child Laborers,” by Victoria Riskin and Mike Farrell Explain
 - 1. How an Author Builds an Argument
- K. Embedded Assessment 1: Writing a Rhetorical Analysis Essay Editorial: “Tipping System Exacerbates Unfair Pay at Restaurants,” by Kathleen Kingsbury
 - 1. Evaluating a Peer’s Essay
 - 2. Writing a Rhetorical Analysis
- L. Poetry “Speaking with Hands,” by Luis J. Rodriguez
 - 1. Introducing Cultural Criticism
- M. Poetry: “The White Man’s Burden,” by Rudyard Kipling Poetry: “The Poor Man’s Burden,” by George McNeill; Advertisement: Pears’ Soap Company, Lightening the White Man’s Burden (1899)
 - 1. Applying Cultural Criticism
- N. Essay: “On Seeing England for the First Time,” by Jamaica Kincaid
 - 1. Digging Deeper for Meaning
 - 2. Rhetorical Devices to Convey Point of View & Tone
- O. Essay: “Shooting an Elephant,” by George Orwell
 - 1. Reflecting on an Event
 - 2. Structure & Organization of Reflective Essay
- P. Autobiography: from Once Upon a Time in the East, by Xiaolu Guo
 - 1. Concept of Being a Stranger
- Q. Essay: “Stranger in the Village,” by James Baldwin
 - 1. Understanding the Stranger’s Perception of the Village
 - 2. Thematic Development, Plot, Point of View, & Character in a Reflective Essay
- R. Embedded Assessment 2: Writing a Reflective Essay
- S. Standards Addressed: CC.1.2.11-12.A-L

Unit 2: The Collective Perspective

- A. Archetypal Criticism
 - 1. Definition
 - 2. Examples
- B. Myth: “Orpheus Sings: Pygmalion and the Statue,” from *Metamorphoses*, by Ovid
 Novel: excerpt from *Frankenstein*, by Mary Shelley
 - 1. Introducing the Myth
 - 2. Identifying Archetypes
- C. Photographs: Stills from *My Fair Lady*, directed by George Cukor.
 - 1. Viewing the Subjects
 - 2. Plot Prediction & Inferences
 - 3. Mise En Scene
- D. *Drama: *Pygmalion*, Act I, by George Bernard Shaw

1. Archetype Analysis
 2. Plot, Setting, Characterization Tie to Theme
- E. *Drama: *Pygmalion*, Act II, by George Bernard Shaw
1. Analysis of Interactions Among Setting, Dialogue, Point of View & Characterization
 2. Evaluation of Characters' Motivations to Advance Plot
- F. *Drama: *Pygmalion*, Act III, by George Bernard Shaw
1. Satire, Parody, Irony
 2. Language, Diction, & Syntax to Convey Theme
 3. Conventions & Structure of a Script
- G. *Drama: *Pygmalion*, Acts II and III, by George Bernard Shaw
1. Reading Between the Lines- Subtext
 2. Script Writing
 3. Dialogue Analysis
- H. *Drama: *Pygmalion*, Acts III and IV, by George Bernard Shaw.
1. Examining Eliza's Options
 2. Predicting Outcomes
- I. *Drama: *Pygmalion*, Act V, by George Bernard Shaw
1. Examining Character Transformations
 2. Subplot
 3. Character Motivations
- J. *Drama: *Pygmalion*, Sequel, by George Bernard Shaw
1. Plot Summary
 2. Play Structure
 3. Comparison to Musical version "My Fair Lady"
- K. *Drama: *Pygmalion*, by George Bernard Shaw
1. Examining the Archetypes
- L. *Song Lyrics: "Talkin' 'bout a Revolution," by Tracy Chapman
1. Introduction to Marxist Critical Theory
 2. Applying Marxist Criticism
- M. *Drama: *Pygmalion*, by George Bernard Shaw
1. Examining Money, Power, and Class in *Pygmalion*
- N. From a Feminist Perspective
1. Introduction of Feminist Critical Theory
- O. Excerpt from "Cinderella, the Legend," from *Kiss Sleeping Beauty Goodbye*, by Madonna Kolbenschlag
1. Evaluating How an Author Builds an Argument While Applying Literary Criticism
 2. Using Commas, Parentheses, and Dashes
- P. Folktale: "Why Women Always Take Advantage of Men," from *Mules and Men*, by Zora Neale Hurston
1. Evaluating a Folktale through Feminist Critical Theory
- Q. *Fable: *The Giving Tree*, by Shel Silverstein
1. Analyzing a Picture Book Through Feminist Critical Theory
 2. Developing Claims & Support with Textual Evidence
- R. Short Story: "The Landlady," by Roald Dahl

- 1. Applying a Feminist Critical Lens to a Short Story
- S. Short Story: “The Story of an Hour,” by Kate Chopin, Short Story: “The Chaser,” by John Collier
 - 1. Citing Textual Evidence
- T. Embedded Assessment 2: Applying a Critical Perspective
 - 1. Citing Textual Evidence
 - 2. Using Commas, Parentheses, and Dashes
- U. Standards Addressed:

Unit 3: Evolving Perspectives

- A. *Song: “The Right to Love,” by Gene Lees and Lilo Schifrin Poem: “The Canonization,” by John Donne
 - 1. Introduction of Cultural Criticism
 - 2. Compare & Contrast Theme Development in Song Lyrics & a Poem
 - 3. Evaluate Use of Rhythm and Meter.
- B. Scenarios
 - 1. Dramatic, Situational, & Verbal Irony
 - 2. Building a Plot and Bringing It to Life
- C. *Play: *The Tragedy of Othello, The Moor of Venice*, by William Shakespeare
 - 1. Viewing a Cast of Characters through a Marxist Lens
- D. *Play: *The Tragedy of Othello, The Moor of Venice*, by William Shakespeare (Act I)
 - 1. Revising a Speech by Adding Subtext
 - 2. Character Analysis through Conflicting Traits
 - 3. Analysis of a Shakespearean Scene through 2 Critical Perspectives
- E. *Play: *The Tragedy of Othello, The Moor of Venice*, by William Shakespeare (Act I)
 - 1. The Moor: Character Analysis through a Cultural Lens
 - 2. Critiquing a Monologue for How it Advances the Plot
 - 3. Evaluating Effectiveness of the Monologue in 2 Different Film versions
- F. Excerpt from *The Moor in English Renaissance Drama*, by Jack D’Amico
 - 1. Introduction to Historical Criticism
 - 2. A Historical Look at the Moor
- G. *Play: *The Tragedy of Othello, The Moor of Venice*, by William Shakespeare (Act I)
 - 1. Examining the Character Desdemona: From a Feminist Perspective
- H. *Play: *The Tragedy of Othello, The Moor of Venice*, by William Shakespeare (Act II)
 - 1. Analyzing the Character Iago’s Asides & Soliloquies
 - 2. Analyzing Character’s Motivations & Traits
 - 3. Interpreting a Scene for Dramatic Irony
- I. *Play: *The Tragedy of Othello, The Moor of Venice*, by William Shakespeare (Act III)
 - 1. Demystifying Emilia: Questioning Through a Critical Lens
 - 2. Analyzing a Minor Character’s Effect on the Plot
- J. *Film: Selected film clips from two film versions of *Othello, The Moor of Venice*, by William Shakespeare (Act IV)
 - 1. Staging Iago’s Lies: Blocking for Effect
 - 2. Applying a Critical Perspective to a Scene
 - 3. Analyze a Scene Through Multiple Critical Perspectives & Film Versions

- K. *Play: *The Tragedy of Othello, The Moor of Venice*, by William Shakespeare (Act V);
Film: Selected film clips from two film versions of Othello
 1. Defending a Perspective: Making Predictions of How the Play Will Resolve in an Argumentative Essay
- L. *Play: *The Tragedy of Othello, The Moor of Venice*, by William Shakespeare (Act V)
 1. Analyzing Minor Character Roderigo for Motivations & Actions
 2. Applying a Critical Theory to Various Characters From Othello in Cooperative Groups
- M. Embedded Assessment 1: Writing a Literary Analysis
- N. *Play: *The Tragedy of Othello, The Moor of Venice*, by William Shakespeare Essay: “Othello on Stage and Screen,” by Sylvan Barnet
 1. Understanding Verb Voice and Mood
 2. Applying Today’s Cultural Lens to the Historical Significance of Whether Ethnicity Should Determine Casting in Othello
- O. Standards Addressed: CC.1.3.11-12.A-K

Unit 4: Creating Perspectives

- A. Article: “How News Has Changed,” by Michael Griffin
 1. The Evolution of Media
 2. Criteria & Strategies for Selecting Supporting Evidence From Texts
 3. Writing an Argument Citing Evidence from an Informational Text
 4. Citing Quotations 4.3 Constructing Public Opinion
- B. Article: “How Headlines Change the Way We Think,” by Maria Konnikova Article: “Why Partisans View Mainstream Media as Biased and Ideological Media as Objective,” by Matthew C. Nisbet
 1. Constructing Public Opinion Using Argumentative Communication
 2. Reviewing: Target Audience, Objectivity, Perspective, Agenda, & Bias
 3. Evaluating & Critiquing 2 Texts with Competing Arguments
 4. Addressing Counterclaims
 5. Integrating Ideas from Multiple Sources
- C. Bias in News Reports
 1. Reviewing Rhetorical Slanters
 2. Evaluating Media Texts for Credibility, Bias, Accuracy, & Faulty Reasoning
 3. Craft an Argument that Identifies an Example of Biased Reporting
- D. Law: The Robert T. Stafford Disaster Relief and Emergency Assistance Act, Section 101 Article: “Daylong Efforts to Repair Levee Fail,” by Dan Shea, Speech: “President Outlines Hurricane Katrina Relief Efforts,” by President George W. Bush, Framing the Investigation, Exploring Media Sources: *Teacher selected podcast *Film: trailer & Documentary Film of “Trouble the Water”, directed by Tia Lessin and Carl Deal, Infographic: Be Ready! Floods
 1. Investigating How Critical Lenses Can Shape & Reveal Perspectives About Real World Events
 2. Using Different Critical Lenses to Shape Research Questions
 3. Evaluating the Structural Effectiveness of Informational Texts

E. Editorial: “An Editorial: It’s Time for a Nation to Return the Favor,” from The Times-Picayune Article: “Looters Leave Nothing Behind in Storm’s Wake,” by Mike Perlstein and Brian Thevenot, Article: “Who’s a Looter? In Storm’s Aftermath, Pictures Kick Up a Different Kind of Tempest,” by Tania Ralli, Article: “The Press, Race, and Katrina” by Madison Gray, Report: Excerpt from “A Failure of Initiative,” by the Select Bipartisan Committee to Investigate the Preparation for and Response to Hurricane Katrina, Article: “‘Attitude of Resilience’ Helped Create Demo Diva,” by Simone Bruni, Report: Excerpt from “The Need for Science in Restoring Resilience to the Northern Gulf of Mexico,” by Gregory J. Smith

1. Analyzing Informational Texts
2. Evaluating Different Organizational Options for Informational Texts
3. Integrating Ideas from Multiple Texts to Build Knowledge & Vocabulary about Hurricane Katrina

F. Creating A Research Plan

1. Generate Possible Topic
2. Develop a Guiding Question
3. Investigate
4. Synthesize relevant Information from Multiple Sources

G. Evaluating Sources

1. Primary & Secondary Sources
2. Evaluate Sources for Credibility, Bias, Accuracy & Faulty Reasoning
3. Use Sources Accurately & Cite Adequately

H. Embedded Assessment 1: Examining How an Issue Is Presented in Media Texts

I. Speech: “Remarks by President George W. Bush at Warren Easton Charter High School on the 10th Anniversary of Hurricane Katrina,” by President George W. Bush

1. Analyze Persuasive Speech for Purpose, Audience, & Message

J. *Speech: Teacher-selected video clip Preparing to Persuade

1. Analyze Video Speech for Eye Contact, Rate, Volume, Enunciation, & Gestures

K. Embedded Assessment 2: Presenting an Argument

L. Standards Addressed: CC.1.4.11-12 A-X