

# Course at a Glance

## Plan

The Course at a Glance provides a useful visual organization of the AP Spanish Literature and Culture curricular components, including:

- Sequence of units, along with suggested pacing. Please note, pacing is based on 45-minute class periods, meeting five days each week for a full academic year.
- Course skills across units.

## Teach

### SKILL CATEGORIES

<b>1</b> Analysis	<b>5</b> Argumentation
<b>2</b> Cultural Context and Connections	<b>6</b> Language and Conventions
<b>3</b> Comparing Literary Texts	<b>7</b> Literary Discussions and Presentations
<b>4</b> Comparing Texts and Art	

The required 38 texts are organized chronologically across the course's eight units.

## Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

UNIT  
1

La época medieval

~7–8 Class Periods

<b>1</b>	Analysis
<b>2</b>	Cultural Context and Connections
<b>5</b>	Argumentation
<b>6</b>	Language and Conventions
<b>7</b>	Literary Discussions and Presentations

### *Conde Lucanor*

Exemplo XXXV (“De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava”)

Don Juan Manuel

“Romance de la pérdida de Alhama”

Anónimo

UNIT  
2

El siglo XVI

~19–20 Class Periods

<b>1</b>	Analysis
<b>2</b>	Cultural Context and Connections
<b>5</b>	Argumentation
<b>6</b>	Language and Conventions
<b>7</b>	Literary Discussions and Presentations

### *Lazarillo de Tormes*

Anónimo

*Visión de los vencidos: “Los presagios, según los informantes de Sahagún”*

Miguel León-Portilla

“Segunda carta de relación”

Hernán Cortés

*Visión de los vencidos: “Se ha perdido el pueblo mexicana”*

Miguel León-Portilla

### Soneto XXIII

(“En tanto que de rosa y azucena”)

Garcilaso de la Vega

### Personal Progress Check 1

Multiple-choice: ~10 questions

Free-response: 2 questions

- Short-answer: Text Explanation
- Essay: Analysis of a Single Text

### Personal Progress Check 2

Multiple-choice: ~20 questions

Free-response: 2 questions

- Short-answer: Text Explanation
- Essay: Analysis of a Single Text

UNIT  
3

El siglo XVII

~25–26 Class Periods

1	Analysis
2	Cultural Context and Connections
4	Comparing Texts and Art
5	Argumentation
6	Language and Conventions
7	Literary Discussions and Presentations

**Soneto CLXVI**  
("Mientras por competir con tu cabello")

Luis de Góngora

**Salmo XVII**  
("Miré los muros de la patria mía")

Francisco de Quevedo

**"Hombres necios que acusáis"**

Sor Juana Inés de la Cruz

**Don Quijote**

Miguel de Cervantes

**El burlador de Sevilla y convidado de piedra**

Tirso de Molina

Personal Progress Check 3

Multiple-choice: ~20 questions

Free-response: 2 questions

- Short-answer: Text and Art Comparison
- Essay: Analysis of a Single Text

UNIT  
4

La literatura romántica, realista y naturalista

~9–10 Class Periods

1	Analysis
2	Cultural Context and Connections
3	Comparing Literary Texts
5	Argumentation
6	Language and Conventions
7	Literary Discussions and Presentations

**"En una tempestad"**

José María Heredia

**Rima LIII**  
("Volverán las oscuras golondrinas")

Gustavo Adolfo Bécquer

**"Las medias rojas"**

Emilia Pardo Bazán

Personal Progress Check 4

Multiple-choice: ~20 questions

Free-response: 2 questions

- Short-answer: Text Explanation
- Essay: Text Comparison

UNIT  
5

La generación del 98 y el Modernismo

~14–15 Class Periods

1	Analysis
2	Cultural Context and Connections
3	Comparing Literary Texts
4	Comparing Texts and Art
5	Argumentation
6	Language and Conventions
7	Literary Discussions and Presentations

**San Manuel Bueno, mártir**

Miguel de Unamuno

**"He andado muchos caminos"**

Antonio Machado

**"Nuestra América"**

José Martí

**"A Roosevelt"**

Rubén Darío

**"El hijo"**

Horacio Quiroga

Personal Progress Check 5

Multiple-choice: ~20 questions

Free-response: 2 questions

- Short-answer: Text and Art Comparison
- Essay: Analysis of a Single Text

UNIT  
6

Teatro y poesía del siglo XX

~18–19 Class Periods

1	Analysis
2	Cultural Context and Connections
3	Comparing Literary Texts
4	Comparing Texts and Art
5	Argumentation
6	Language and Conventions
7	Literary Discussions and Presentations

*La casa de Bernarda Alba*  
Federico García Lorca

*El hombre que se convirtió en perro*  
Osvaldo Dragún

“Prendimiento de Antoñito el Camborio en el camino de Sevilla”  
Federico García Lorca

“Walking around”  
Pablo Neruda

“Balada de los dos abuelos”  
Nicolás Guillén

“Mujer negra”  
Nancy Morejón

“A Julia de Burgos”  
Julia de Burgos

“Peso ancestral”  
Alfonsina Storni

Personal Progress Check 6

Multiple-choice: ~20 questions

Free-response: 2 questions

- Short-answer: Text and Art Comparison
- Essay: Analysis of a Single Text

UNIT  
7

El Boom latinoamericano

~16–17 Class Periods

1	Analysis
2	Cultural Context and Connections
3	Comparing Literary Texts
5	Argumentation
6	Language and Conventions
7	Literary Discussions and Presentations

“Borges y yo”  
Jorge Luis Borges

“El Sur”  
Jorge Luis Borges

“No oyes ladrar los perros”  
Juan Rulfo

“Chac Mool”  
Carlos Fuentes

“La noche boca arriba”  
Julio Cortázar

“La siesta del martes”  
Gabriel García Márquez

“El ahogado más hermoso del mundo”  
Gabriel García Márquez

“Dos palabras”  
Isabel Allende

Personal Progress Check 7

Multiple-choice: ~20 questions

Free-response: 2 questions

- Short-answer: Text Explanation
- Essay: Text Comparison

UNIT  
8

Escritores contemporáneos de Estados Unidos y España

~8–9 Class Periods

1	Analysis
2	Cultural Context and Connections
3	Comparing Literary Texts
4	Comparing Texts and Art
5	Argumentation
6	Language and Conventions
7	Literary Discussions and Presentations

“Mi caballo mago”  
Sabine Ulibarri

... y no se lo tragó la tierra: “... y no se lo tragó la tierra”  
Tomás Rivera

... y no se lo tragó la tierra: “La noche buena”  
Tomás Rivera

“Como la vida misma”  
Rosa Montero

Personal Progress Check 8

Multiple-choice: ~20 questions

Free-response: 2 questions

- Short-answer: Text and Art Comparison
- Essay: Text Comparison

**AP SPANISH LITERATURE  
AND CULTURE**

**UNIT 1**

**La época  
medieval**



**~7-8**  
CLASS PERIODS

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The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle has a thin blue border and a subtle drop shadow, giving it a three-dimensional appearance as if it's a button or a floating window.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 1**

**Multiple-choice: ~10 questions**

**Free-response: 2 questions**

- Short-answer: Text Explanation
- Essay: Analysis of a Single Text

# La época medieval



## Developing Understanding

### ESSENTIAL QUESTIONS

- ¿Cómo se representan las diversas culturas y religiones de la época en las obras literarias?
- ¿De qué manera la perspectiva o el punto de vista afecta la representación de eventos históricos?
- ¿Qué aspectos de la literatura medieval todavía se reflejan en la literatura y la vida de hoy en día?

Medieval Spanish literature reflects the reality of the period. Linguistically, medieval Spanish is very different from contemporary Spanish, so it will be necessary for teachers to assist students with the language patterns for ease of comprehension. It is also important to note that oral tradition flourished during this period because few could read. Troubadours and *juglares* traveled from town to town sharing news and epic stories through song and poetry. Written texts were often accompanied by artwork to facilitate understanding for readers.

## Building Course Skills

By the end of the AP Spanish Literature course, students should be able to perform the following five tasks for each required work: 1) explain the work's themes and compare them to others; 2) identify literary terms and analyze their effect in the work; 3) define the characteristics of the work's genre; 4) examine how the work reflects its literary period or movement; and 5) discuss the contexts that influenced the creation of the work. In this first unit students should be able to comprehend the texts that they read. To that end, teachers can provide opportunities for students to practice summarizing and paraphrasing the works, demonstrating that they understand the basic features (characters, setting, plot, etc.).

Students should be able to identify themes in the texts and explain how each theme is developed using examples from the text. They should also identify the structural, stylistic, and rhetorical devices being employed. It is also important to identify the characteristics of the texts that define each genre along with the aspects of the texts that represent the period.

## Preparing for the AP Exam

To prepare students for the listening section of the AP Exam, teachers can use audio clips that discuss the events and political climate of the medieval period in Spain. Or, teachers can use audio selections that highlight the unique characteristics of the *romance viejo* tradition. For the multiple-choice and free-response sections, students will need to focus on the development of themes and the characteristics of each genre, in addition to defining the sociohistorical contexts of the works from this unit. Teachers can assess student progress by asking them to identify the themes in each of the works and select well-chosen examples. Teachers can also ask students to analyze the characteristics of the genres and define the contexts of the works.

## UNIT AT A GLANCE

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<i>Interpretive Communication</i>	Analysis	<b>1.A</b> Read/listen to and comprehend literary texts.	<ul style="list-style-type: none"> <li><b>1.A.i</b> Paraphrase the literary text.</li> <li><b>1.A.ii</b> Summarize the plot of a literary text.</li> <li><b>1.A.iii</b> Explain literary texts using supporting details.</li> </ul>
		<b>1.C</b> Identify or describe literary elements, voices, and stylistic features.	<ul style="list-style-type: none"> <li><b>1.C.i</b> Identify rhetorical figures.</li> <li><b>1.C.ii</b> Identify points of view.</li> <li><b>1.C.iii</b> Describe stylistic features (structure, setting, timeframes, characters, style, point of view, tone).</li> <li><b>1.C.iv</b> Make distinctions between voices in order to establish differences in meaning.</li> <li><b>1.C.v</b> Make distinctions between voices and the author's perspective in order to establish differences in meaning.</li> <li><b>1.C.vi</b> Make distinctions between stylistic features in order to establish differences in meaning.</li> </ul>
<i>Cultures, Connections, Comparisons, and Communities</i>	Cultural Context and Connections	<b>2.A</b> Identify cultural products, practices, or perspectives.	<ul style="list-style-type: none"> <li><b>2.A.i</b> Identify cultural products in texts and visuals.</li> <li><b>2.A.ii</b> Identify cultural practices in texts and visuals.</li> <li><b>2.A.iii</b> Identify cultural perspectives found in texts and visuals.</li> </ul>
		<b>2.B</b> Explain the relationship between cultural products, practices, and perspectives of target cultures.	<ul style="list-style-type: none"> <li><b>2.B.i</b> Explain how cultural products or practices relate to cultural perspectives in literary texts.</li> <li><b>2.B.ii</b> Explain how cultural beliefs and attitudes affect the interpretation of a text.</li> <li><b>2.B.iii</b> Explain the role of cultural stereotypes in texts.</li> <li><b>2.B.iv</b> Explain the relationship between a literary movement and cultural perspectives.</li> </ul>
<i>Presentational Communication</i>	Argumentation	<b>5.A</b> Present information in a descriptive form.	
		<b>5.B</b> Create a thesis that states the purpose.	

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## UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<i>Language Usage</i>	Language and Conventions	<b>6.A</b> Use a variety of vocabulary appropriate to literary analysis.	
<i>Presentational Communication</i>		<b>6.C</b> Present and organize information logically.	
<i>Interpersonal Communication</i>	Literary Discussions and Presentations	<b>7.A</b> Discuss texts and contexts in a variety of interactive oral formats <i>(not assessed)</i> . <b>7.B</b> Discuss texts and contexts in a variety of interactive written formats <i>(not assessed)</i> .	
<i>Presentational Communication</i>		<b>7.C</b> Create and deliver oral presentations related to course content in a variety of formats <i>(not assessed)</i> .	
<i>Cultures, Connections, Comparisons, and Communities</i>		<b>7.D</b> Share literary texts through activities within and beyond the classroom setting <i>(not assessed)</i> . <b>7.E</b> Share knowledge of literature and culture with communities beyond the classroom setting <i>(not assessed)</i> .	
<i>Language Usage</i>		<b>7.F</b> Use pronunciation that is comprehensible to the audience in oral communication <i>(not assessed)</i> . <b>7.G</b> Self-monitor and adjust language production in oral and written communication <i>(not assessed)</i> .	



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 1. Review the results in class to identify and address any student misunderstandings.



## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. They were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 153 for more examples of activities and strategies.

Activity	Skills	Sample Activity
1	1.A	<b>Chunking the Text</b> Assign each pair of students a different stanza from the poem, "Romance de la pérdida de Alhama." Ask them to interpret the stanza and explain what they think it means to the class. As pairs present, help guide the students through questioning and facilitate transitions from one stanza to another.
2	1.A, 1.C, 2.A	<b>Marking the Text</b> Have students use different colors of highlighters to mark names of important characters, settings, literary terms, and other key elements of the text while they read. They can also make notes in the margins to help them remember why each item is highlighted.
3	1.A, 2.A	<b>Window Panes</b> Have students illustrate the story, <i>Conde Lucanor</i> , using six drawings. Words should be used minimally. The six drawings should demonstrate a complete understanding of the story, including its cultural elements. After completing the drawings, have students work in pairs to retell the story in Spanish using only their window pane drawings.



### Unit Planning Notes

Use the space below to plan your approach to the unit.

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# Conde Lucanor

Exemplo XXXV (“De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava”)

## Don Juan Manuel

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las sociedades en contacto
- Las relaciones de poder
- El machismo

### COMPARATIVE WORK(S)

- Las fábulas, “La tortuga y la liebre,” Esopo

### LITERARY TERMS

- Metacuento
- Moraleja
- Hipérbole
- Fábula

# “Romance de la pérdida de Alhama”

## Anónimo

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las sociedades en contacto
- Las relaciones de poder
- El imperialismo

### COMPARATIVE WORK(S)

- “La rendición de Granada,” Francisco Pradilla y Ortiz
- “Abenámbar y el rey don Juan,” Anónimo
- “Prendimiento de Antoñito el Camborio en el camino de Sevilla,” Federico García Lorca

### LITERARY TERMS

- *In medias res*
- Verso octosílabo
- Estribillo
- Rima asonante en los versos pares
- Voz poética
- Verso blanco
- La tradición oral
- Polifonía

**AP SPANISH LITERATURE  
AND CULTURE**

**UNIT 2**

**El siglo XVI**



**~19–20**  
CLASS PERIODS

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Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 2**

**Multiple-choice: ~20 questions**

**Free-response: 2 questions**

- Short-answer: Text Explanation
- Essay: Analysis of a Single Text

# El siglo XVI



## Developing Understanding

### ESSENTIAL QUESTIONS

- ¿De qué manera afecta el contexto histórico, sociocultural o geopolítico la creación literaria del siglo XVI?
- ¿Cómo afecta la cultura de los escritores en la representación de eventos o de la historia en un texto?
- ¿Cómo es posible saber si un narrador es fidedigno?

Literary works from the Spanish Renaissance—opening a period also known as the Golden Age—are the focus of Unit 2. The 16th century is also the era when the colonial period began in the Americas. Students will read works written on both sides of the Atlantic. This is an important moment in literature because the language develops from its medieval rudimentary forms into an art form. Students will become familiar with the characteristics of several different genres and be able to make comparisons to works introduced in the previous unit.

## Building Course Skills

In this unit, students should continue building their comprehension skills by summarizing and paraphrasing the texts that they read. Students should be able to identify and describe the works' characters, plot, main ideas, and important events. They should move toward analysis by connecting themes to characters in and across texts. Students should also compare the themes and structural, stylistic, or rhetorical features of this unit's texts to texts they studied in Unit 1 and to artwork from the same period. Students will continue to expand their knowledge of the circumstances in which these texts were written through the study of historical, geopolitical, sociocultural, and other relevant contexts of each era. In their encounters with texts with more abstract meaning, students will move from comprehension to interpretation, discussion, and eventually, analysis.

## Preparing for the AP Exam

In this unit, classroom activities can emphasize the thematic complexity of the texts, and students should practice expanding their academic vocabulary to discuss structural, stylistic, and rhetorical elements. Students should compare the features of one text to others on a regular basis. Teachers can introduce new short texts or text fragments similar to those on the reading list to help students continue practicing comparison. Attention should be focused on summarizing key passages of text, identifying literary terms, and comparing themes between required texts.

Students should be able to explain themes from the text and provide examples of thematic development. They should also be able to define and explore the characteristics of the genre, period, or movement and the literary techniques employed. Students often struggle to construct well-organized and effective essays. Teachers can help build their skills in essay writing by providing opportunities to work on an introduction with a strong thesis statement, development of their ideas with relevant examples, and a conclusion.

## UNIT AT A GLANCE

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b>Interpretive Communication</b>	Analysis	<p><b>1.A</b> Read/listen to and comprehend literary texts.</p> <p><b>1.B</b> Identify the theme in a text.</p> <p><b>1.C</b> Identify or describe literary elements, voices, and stylistic features.</p>	<ul style="list-style-type: none"> <li>▪ <b>1.A.i</b> Paraphrase the literary text.</li> <li>▪ <b>1.A.ii</b> Summarize the plot of a literary text.</li> <li>▪ <b>1.A.iii</b> Explain literary texts using supporting details.</li> <li>▪ <b>1.C.i</b> Identify rhetorical figures.</li> <li>▪ <b>1.C.ii</b> Identify points of view.</li> <li>▪ <b>1.C.iii</b> Describe stylistic features (structure, setting, timeframes, characters, style, point of view, tone).</li> <li>▪ <b>1.C.iv</b> Make distinctions between voices in order to establish differences in meaning.</li> <li>▪ <b>1.C.v</b> Make distinctions between voices and the author’s perspective in order to establish differences in meaning.</li> <li>▪ <b>1.C.vi</b> Make distinctions between stylistic features in order to establish differences in meaning.</li> </ul>
		Cultural Context and Connections	<p><b>2.C</b> Relate target language texts to genres, periods, movements, and techniques.</p>

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UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b>Interpretive Communication</b>	Cultural Context and Connections	<b>2.D</b> Situate textual language and registers within historical, social, and geopolitical contexts.	<ul style="list-style-type: none"> <li><b>2.D.i</b> Identify examples of formal and informal language.</li> <li><b>2.D.ii</b> Identify use of language registers to reflect social relationships in texts.</li> <li><b>2.D.iii</b> Identify linguistic features representative of the time and place in which a text was written.</li> <li><b>2.D.iv</b> Explain the relationship between linguistic changes and historical/geopolitical contexts.</li> <li><b>2.D.v</b> Compare textual language and registers in texts produced in different historical, social, and geopolitical contexts.</li> </ul>
	<i>(continued)</i>		
<b>Cultures, Connections, Comparisons, and Communities</b>		<b>2.E</b> Relate texts to their contexts (literary, historical, sociocultural, geopolitical).	<ul style="list-style-type: none"> <li><b>2.E.i</b> Identify information from other disciplines related to course content.</li> <li><b>2.E.ii</b> Explain how a text's content relates to sociocultural, geopolitical, or historical contexts.</li> <li><b>2.E.iii</b> Explain the relationship between a literary text and its sociocultural, geopolitical, and historical contexts.</li> <li><b>2.E.iv</b> Explain how behaviors and attitudes present in texts reflect sociocultural, geopolitical, and historical contexts.</li> </ul>
<b>Interpretive Communication</b>		<b>2.G</b> Explain how a text reflects or challenges perceptions of a majority/minority culture.	<ul style="list-style-type: none"> <li><b>2.G.i</b> Distinguish arguments from opinions.</li> <li><b>2.G.ii</b> Explain how personal beliefs and opinions affect textual interpretation.</li> <li><b>2.G.iii</b> Make connections between primary and secondary texts.</li> </ul>
<b>Presentational Communication</b>	Argumentation	<b>5.A</b> Present information in a descriptive form.	
		<b>5.B</b> Create a thesis that states the purpose.	
<b>Language Usage</b>	Language and Conventions	<b>6.A</b> Use a variety of vocabulary appropriate to literary analysis.	
		<b>6.B</b> Use a variety of grammatical and syntactic structures.	

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## UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b>Interpersonal Communication</b>	Literary Discussions and Presentations	<b>7.A</b> Discuss texts and contexts in a variety of interactive oral formats <i>(not assessed)</i> .	
		<b>7.B</b> Discuss texts and contexts in a variety of interactive written formats <i>(not assessed)</i> .	
		<b>7.C</b> Create and deliver oral presentations related to course content in a variety of formats <i>(not assessed)</i> .	
<b>Presentational Communication</b>		<b>7.D</b> Share literary texts through activities within and beyond the classroom setting <i>(not assessed)</i> .	
<b>Cultures, Connections, Comparisons, and Communities</b>		<b>7.E</b> Share knowledge of literature and culture with communities beyond the classroom setting <i>(not assessed)</i> .	
		<b>7.F</b> Use pronunciation that is comprehensible to the audience in oral communication <i>(not assessed)</i> .	
<b>Language Usage</b>		<b>7.G</b> Self-monitor and adjust language production in oral and written communication <i>(not assessed)</i> .	



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 2. Review the results in class to identify and address any student misunderstandings.

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. They were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 153 for more examples of activities and strategies.

Activity	Skills	Sample Activity
1	1.A	<b>Summarizing/Paraphrasing</b> After reading a work or a fragment of a text, have students create a summary of it in their own words in Spanish for someone who has never read the work or fragment.
2	1.B, 1.C, 2.C	<b>Categorizing</b> Have students read Soneto XXIII and find textual examples to show how the poem is representative of an Italian-style sonnet.
3	1.C, 2.D	<b>SOAPStone</b> After students read <i>Lazarillo de Tormes</i> , have students use a graphic organizer to capture each of the following elements: speaker (narrative voice), occasion (the reason for writing), audience (to whom is the text intended), purpose (why is the writer writing), subject (what is the writer writing about), and tone (with what kind of emotion is the message being communicated).
4	1.A	<b>Debate</b> After students read <i>Lazarillo de Tormes</i> , have students debate whether or not the main character was justified in stealing food.



### Unit Planning Notes

Use the space below to plan your approach to the unit.

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# Lazarillo de Tormes

## Anónimo

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las sociedades en contacto
- Las divisiones socioeconómicas
- Las relaciones sociales
- Las relaciones familiares
- El individuo en su entorno
- Las relaciones interpersonales
- La espiritualidad y la religión
- El individuo y la comunidad
- La construcción de la realidad
- La literatura autoconsciente

### COMPARATIVE WORK(S)

- *El hombre que se convirtió en perro*, Osvaldo Dragún
- *El periquillo sarniento*, José Joaquín Fernández de Lizardi
- "El garrotillo," Francisco de Goya
- *Historia de la vida del Buscón*, Francisco de Quevedo

### LITERARY TERMS

- Protagonista
- Antihéroe
- Narratorio
- Narrador fidedigno o no fidedigno
- Narrador en primera persona o limitado
- Hipérbole
- Punto de vista
- *Flashback*
- Alusión
- Alegoría

# *Visión de los vencidos:* “Los presagios, según los informantes de Sahagún” Miguel León-Portilla

## THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las sociedades en contacto
- La espiritualidad y la religión
- La construcción de la realidad

## COMPARATIVE WORK(S)

- *El codice Mendoza*, “Folio 2 recto,” Anónimo

## LITERARY TERMS

- Simbolismo
- Imagen
- Paralelismo
- Metáfora
- Ambigüedad
- Polisíndeton

# “Segunda carta de relación”

## Hernán Cortés

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las sociedades en contacto
- La construcción de la realidad
- La naturaleza y el ambiente
- La creación literaria

### COMPARATIVE WORK(S)

- *Historia verdadera de la conquista de la Nueva España*, Bernal Díaz del Castillo
- *Malinche*, Laura Esquivel
- “Tenochtitlán,” Diego Rivera
- “La conquista de México,” Juan González

### LITERARY TERMS

- Narrador testigo
- Narratorio
- Enumeración
- Polisíndeton
- Asíndeton

# *Visión de los vencidos:* “Se ha perdido el pueblo mexicana” Miguel León-Portilla

## THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las sociedades en contacto
- El imperialismo
- La trayectoria y la transformación

## COMPARATIVE WORK(S)

- The Conquest of Tenochtitlán, from the ‘Conquest of Mexico’ series (oil on panel) Spanish School, (17th century) / Private Collection / The Bridgeman Art Library ([FRQ 2, 2015](#))
- “Romance de la pérdida de Alhama,” Anónimo

## LITERARY TERMS

- Apología
- Imagen
- Cesura
- Tono
- Apóstrofe

# Soneto XXIII

(“En tanto que de rosa y azucena”)

Garcilaso de la Vega

## THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- El tiempo y el espacio
- El *carpe diem* y el *memento mori*
- El amor y el desprecio
- La trayectoria y la transformación

## COMPARATIVE WORK(S)

- Soneto CLXVI, Luis de Góngora
- Salmo XVII, Francisco de Quevedo
- “En perseguirme, mundo, ¿qué interesas?,” Sor Juana Inés de la Cruz
- “The Birth of Venus,” Sandro Botticelli
- “Idealized Portrait of a Lady (Portrait of Simonetta Vespucci as Nymph),” Sandro Botticelli

## LITERARY TERMS

- Apóstrofe
- Anáfora
- Rima consonante
- Cuarteto
- Terceto
- Endecasílabo
- Cromatismo
- Metáfora
- Símbolo
- Hipérbaton

**AP SPANISH LITERATURE  
AND CULTURE**

**UNIT 3**

**El siglo XVII**



**~25–26**  
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 3**

**Multiple-choice: ~20 questions**

**Free-response: 2 questions**

- Short-answer: Text and Art Comparison
- Essay: Analysis of a Single Text

# El siglo XVII



## Developing Understanding

### ESSENTIAL QUESTIONS

- ¿De qué manera la intertextualidad contribuye al significado de una obra literaria?
- ¿Cómo se transforma un personaje a consecuencia de sus relaciones con otros personajes?
- ¿Cómo revela la literatura las perspectivas y las prácticas culturales en las relaciones entre los hombres y las mujeres del siglo XVII?

For Peninsular Spanish literature, the 17th century was the pinnacle of artistic production and comprised the second half of the Golden Age. However, it also marked the beginning of the decline of the Spanish empire. In this unit, students will encounter complex metaphors, syntax, and advanced vocabulary. Writers of this period employed these complexities as a way to criticize their social reality in a form of *desengaño*, or disillusionment. This provided the opportunity to question commonly held traditions and perspectives.

### Building Course Skills

Due to the complexity of the texts in this unit, students should focus on understanding implied meanings and ambiguities, relying on the comprehension skills they practiced in the first two units. Students should be able to explain what and how the texts communicate to the reader. Texts in this unit share a rich, robust thematic complexity. Students should practice comparing themes from these works to those in nonrequired texts, texts from previous units, and artwork from the same period. They should be able to identify intermediate-level literary terms and explain how and/or why they are being used in the texts.

Students will encounter many of the same genres from Unit 2. Teachers can give them opportunities to compare how the genres have evolved. They should begin to comprehend both how the period is represented in the texts and how the period influenced the creation of the texts. Students should also identify cultural perspectives, practices, and products in the texts and make comparisons to those studied in previous units.

### Preparing for the AP Exam

By Unit 3, students are ready to begin listening to author interviews in preparation for that portion of the AP Exam. Teachers can use interviews with contemporary authors where they discuss literature or their creative processes. Teachers can also incorporate audio recordings of 17th century poetry, clips that highlight important historical events or examine works of the period, and author biographies.

Students should be able to write essays comparing the uses and effects of literary figures and rhetorical devices, as well as comparing a theme that the works have in common. They should practice writing short-answers comparing artwork from the period to texts that share a common theme. Due to the variety of genres in this unit, students should practice writing essays in which they analyze the characteristics of the genre of one of the works by commenting on the work's structural and stylistic features. In the essay, they should also analyze cultural aspects from the period that appear in the work. Teachers can also provide opportunities for students to review prompts from past AP Exams and evaluate each other's samples to model effective written literary analysis.

## UNIT AT A GLANCE

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b>Interpretive Communication</b>	Analysis	<p><b>1.A</b> Read/listen to and comprehend literary texts.</p> <p><b>1.C</b> Identify or describe literary elements, voices, and stylistic features.</p> <p><b>1.E</b> Explain the function and/or the significance of rhetorical, structural, and stylistic features.</p> <p><b>1.F</b> Explain implied meanings or inferences.</p>	<ul style="list-style-type: none"> <li>▪ <b>1.A.i</b> Paraphrase the literary text.</li> <li>▪ <b>1.A.ii</b> Summarize the plot of a literary text.</li> <li>▪ <b>1.A.iii</b> Explain literary texts using supporting details.</li> <li>▪ <b>1.C.i</b> Identify rhetorical figures.</li> <li>▪ <b>1.C.ii</b> Identify points of view.</li> <li>▪ <b>1.C.iii</b> Describe stylistic features (structure, setting, timeframes, characters, style, point of view, tone).</li> <li>▪ <b>1.C.iv</b> Make distinctions between voices in order to establish differences in meaning.</li> <li>▪ <b>1.C.v</b> Make distinctions between voices and the author’s perspective in order to establish differences in meaning.</li> <li>▪ <b>1.C.vi</b> Make distinctions between stylistic features in order to establish differences in meaning.</li> <li>▪ <b>1.E.i</b> Explain the significance of points of view.</li> <li>▪ <b>1.E.ii</b> Explain the relationship between the structure of a text and its content.</li> </ul>
		<p><b>2.B</b> Explain the relationship between cultural products, practices, and perspectives of target cultures.</p>	<ul style="list-style-type: none"> <li>▪ <b>2.B.i</b> Explain how cultural products or practices relate to cultural perspectives in literary texts.</li> <li>▪ <b>2.B.ii</b> Explain how cultural beliefs and attitudes affect the interpretation of a text.</li> <li>▪ <b>2.B.iii</b> Explain the role of cultural stereotypes in texts.</li> <li>▪ <b>2.B.iv</b> Explain the relationship between a literary movement and cultural perspectives.</li> </ul>
<b>Cultures, Connections, Comparisons, and Communities</b>	Cultural Context and Connections		

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## UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b>Interpretive Communication</b>	Cultural Context and Connections  <i>(continued)</i>	<b>2.C</b> Relate target language texts to genres, periods, movements, and techniques.	<ul style="list-style-type: none"> <li>▪ <b>2.C.i</b> Identify features of a literary genre.</li> <li>▪ <b>2.C.ii</b> Identify features of literary periods, movements, historical and sociocultural contexts.</li> <li>▪ <b>2.C.iii</b> Identify structural or rhetorical features in a text of the same period, genre, or literary movement.</li> <li>▪ <b>2.C.iv</b> Explain how the content and stylistic features of a text relate to a genre, period, or literary movement.</li> <li>▪ <b>2.C.v</b> Explain how features of a text are characteristic of a genre, period or literary movement.</li> <li>▪ <b>2.C.vi</b> Identify the literary movement to which a text belongs.</li> <li>▪ <b>2.C.vii</b> Explain how literary movements reflect their cultural and historical context.</li> </ul>
		<b>2.D</b> Situate textual language and registers within historical, social, and geopolitical contexts.	<ul style="list-style-type: none"> <li>▪ <b>2.D.i</b> Identify examples of formal and informal language.</li> <li>▪ <b>2.D.ii</b> Identify use of language registers to reflect social relationships in texts.</li> <li>▪ <b>2.D.iii</b> Identify linguistic features representative of the time and place in which a text was written.</li> <li>▪ <b>2.D.iv</b> Explain the relationship between linguistic changes and historical/geopolitical contexts.</li> <li>▪ <b>2.D.v</b> Compare textual language and registers in texts produced in different historical, social, and geopolitical contexts.</li> </ul>
<b>Cultures, Connections, Comparisons, and Communities</b>		<b>2.E</b> Relate texts to their contexts (literary, historical sociocultural, geopolitical).	<ul style="list-style-type: none"> <li>▪ <b>2.E.i</b> Identify information from other disciplines related to course content.</li> <li>▪ <b>2.E.ii</b> Explain how a text's content relates to sociocultural, geopolitical, or historical contexts.</li> <li>▪ <b>2.E.iii</b> Explain the relationship between a literary text and its sociocultural, geopolitical, and historical contexts.</li> <li>▪ <b>2.E.iv</b> Explain how behaviors and attitudes present in texts reflect sociocultural, geopolitical, and historical contexts.</li> </ul>

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## UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b><i>Interpretive Communication</i></b>	Comparing Texts and Art	<p><b>4.A</b> Relate texts to practices and perspectives found in a variety of media from the target cultures</p>	<ul style="list-style-type: none"> <li>▪ <b>4.A.i</b> Identify themes and features of artistic representations.</li> <li>▪ <b>4.A.ii</b> Describe similar themes and features between an artistic representation and a literary text.</li> </ul>
<b><i>Presentational Communication</i></b>	Argumentation	<p><b>5.A</b> Present information in a descriptive form.</p> <p><b>5.B</b> Create a thesis that states the purpose.</p> <p><b>5.C</b> Organize information, concepts, and ideas in presentations with a logical and coherent progression of ideas.</p>	
<b><i>Language Usage</i></b>	Language and Conventions	<p><b>6.A</b> Use a variety of vocabulary appropriate to literary analysis.</p> <p><b>6.B</b> Use a variety of grammatical and syntactic structures.</p>	
<b><i>Presentational Communication</i></b>		<p><b>6.C</b> Present and organize information logically.</p>	

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## UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b>Interpersonal Communication</b>	Literary Discussions and Presentations	<b>7.A</b> Discuss texts and contexts in a variety of interactive oral formats <i>(not assessed)</i> .	
		<b>7.B</b> Discuss texts and contexts in a variety of interactive written formats <i>(not assessed)</i> .	
<b>Presentational Communication</b>		<b>7.C</b> Create and deliver oral presentations related to course content in a variety of formats <i>(not assessed)</i> .	
<b>Cultures, Connections, Comparisons, and Communities</b>		<b>7.D</b> Share literary texts through activities within and beyond the classroom setting <i>(not assessed)</i> .	
		<b>7.E</b> Share knowledge of literature and culture with communities beyond the classroom setting <i>(not assessed)</i> .	
<b>Language Usage</b>		<b>7.F</b> Use pronunciation that is comprehensible to the audience in oral communication <i>(not assessed)</i> .	
		<b>7.G</b> Self-monitor and adjust language production in oral and written communication <i>(not assessed)</i> .	



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 3. Review the results in class to identify and address any student misunderstandings.

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. They were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 153 for more examples of activities and strategies.

Activity	Skills	Sample Activity
1	1.A, 1.C	<b>Read Alouds</b> Select a text or fragment of text (e.g., the first two paragraphs of <i>Don Quijote</i> ). Read it aloud to the class and pause to process it, taking time to unravel syntax and identify how literary figures and rhetorical devices are used. If possible, project the fragment of text and make notes while working through it to model how to annotate a text.
2	1.A, 4.A	<b>Change of Perspective</b> Have students recreate a scene from a studied text, but have them change a key element. For example, they could recreate a scene from <i>El Burlador de Sevilla</i> but change the setting to the present somewhere in the United States, or they could switch the genders of the characters.
3	2.B	<b>Intertextualizing</b> Great authors are often great readers who incorporate key elements from their favorite texts into their own works with their own personal touch. Have students compare Soneto XXIII by Garcilaso de la Vega and Soneto CLXVI by Luis de Góngora and identify evidence of these types of elements.
4	1.A, 7.A, 7.C, 7.D, 7.F, 7.G	<b>Role Play</b> To demonstrate comprehension, have students break into groups and act out a scene from a text in front of the class (e.g., the scene in which Don Quijote attacks the windmills, or when Don Juan Tenorio meets Tisbea for the first time).



### Unit Planning Notes

Use the space below to plan your approach to the unit.

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# Soneto CLXVI

(“Mientras por competir con tu cabello”)

Luis de Góngora

## THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- El tiempo y el espacio
- *El carpe diem* y el *memento mori*
- El amor y el desprecio
- La trayectoria y la transformación

## COMPARATIVE WORK(S)

- Soneto XXIII, Garcilaso de la Vega
- Salmo XVII, Francisco de Quevedo
- “En perseguirme, mundo, ¿qué interesas?,” Sor Juana Inés de la Cruz
- “The Birth of Venus,” Sandro Botticelli
- “Idealized Portrait of a Lady (Portrait of Simonetta Vespucci as Nymph),” Sandro Botticelli

## LITERARY TERMS

- Apóstrofe
- Anáfora
- Rima consonante
- Cuarteto
- Terceto
- Endecasílabo
- Cromatismo
- Metáfora
- Símbolo
- Gradación
- Enumeración
- Asíndeton
- Hipérbaton



# Salmo XVII

(“Miré los muros de la patria mía”)

## Francisco de Quevedo

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- El tiempo y el espacio
- El *carpe diem* y el *memento mori*
- La trayectoria y la transformación
- La introspección

### COMPARATIVE WORK(S)

- Soneto XXIII por Garcilaso de la Vega or Soneto CLXVI, Luis de Góngora
- “Sonetos de la muerte” and “Este largo cansancio se hará mayor un día,” Gabriela Mistral
- “Dos patrias,” José Martí

### LITERARY TERMS

- Rima consonante
- Cuarteto
- Terceto
- Endecasílabo
- Metáfora
- Enumeración
- Símbolo
- Hipérbaton

# “Hombres necios que acusáis”

## Sor Juana Inés de la Cruz

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- La construcción del género
- El machismo
- El sistema patriarcal

### COMPARATIVE WORK(S)

- *El burlador de Sevilla y convidado de piedra*, Tirso de Molina
- “A Julia de Burgos,” Julia de Burgos
- “Tú me quieres blanca,” Alfonsina Storni

### LITERARY TERMS

- Cuarteto
- Octosílabo
- Retruécano
- Paradoja
- Antítesis
- Imagen
- Tono
- Aliteración

# Don Quijote

(Primera parte, capítulos 1-5, 8 y 9;  
Segunda parte, capítulo 74)

Miguel de Cervantes

## THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- La dualidad del ser
- La construcción de la realidad
- La imagen pública y la imagen privada
- El ser y la creación literaria
- La creación literaria
- Las sociedades en contacto
- Las divisiones socioeconómicas
- El individuo en su entorno
- La intertextualidad
- El proceso creativo

## COMPARATIVE WORK(S)

- Quijote art by Gustave Doré
- "Visions of Don Quixote," Octavio Ocampo
- *Amadís de Gaula*, Garci Rodríguez de Montalvo
- *Niebla*, Miguel de Unamuno
- "La noche boca arriba," Julio Cortázar

## LITERARY TERMS

- Parodia
- Sátira
- Intertextualidad
- Hipébaton
- Metaficción
- Hipérbole
- Héroe
- Antihéroe
- Narrador fidedigno o no fidedigno

# *El burlador de Sevilla y convidado de piedra*

## Tirso de Molina

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- La construcción del género
- El machismo
- La sexualidad
- Las relaciones sociales
- El amor y el desprecio
- El individuo y la comunidad
- *El carpe diem* y el *memento mori*
- La espiritualidad y la religión
- Las relaciones de poder

### COMPARATIVE WORK(S)

- *Don Juan Tenorio*, José Zorrilla
- “Hombres necios que acusáis,” Sor Juana Inés de la Cruz
- Soneto CLXVI, Luis de Góngora
- *Don Quijote*, Miguel de Cervantes

### LITERARY TERMS

- Escenario
- *In medias res*
- Estribillo
- Polimetría
- Falla trágica
- Diálogo
- Monólogo
- Acotación
- Aparte
- Romance
- Redondilla
- Humor
- Ironía

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**AP SPANISH LITERATURE  
AND CULTURE**

**UNIT 4**

**La literatura  
romántica,  
realista y  
naturalista**



**~9–10**  
CLASS PERIODS

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The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The entire graphic is set against a light blue background.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

#### **Personal Progress Check 4**

**Multiple-choice: ~20 questions**

**Free-response: 2 questions**

- Short-answer: Text Explanation
- Essay: Text Comparison

# La literatura romántica, realista y naturalista



## Developing Understanding

### ESSENTIAL QUESTIONS

- ¿De qué manera los autores utilizan el tiempo y el espacio para construir un estado de ánimo o un sentimiento?
- ¿Cómo se representan las características de un movimiento o período literario en la literatura?
- ¿De qué manera se transforma el/ la protagonista a consecuencia de su relación con otros personajes y/o con su ambiente?

In this unit, the first two works represent romanticism, which was a reaction to neoclassicism. Neoclassicism prioritized order, symmetry, and objectivity; unity was valued over creativity. Works reflecting romanticism value individual rights, creativity, the breaking away from norms, and idealism. The later two works in the unit reflect characteristics of the two concurrent Spanish literary movements that were reactions to romanticism during later part of the 19th century: realism and naturalism. These works provide acute descriptions of reality that employ regional references and dialects. They often portray characters from the lower and middle classes dealing with common social problems from the period. Naturalist works include a pessimistic tone, however, contrasting with romanticism's idealism.

## Building Course Skills

The textual layers of the works in this unit continue to help create a distinction between a simple understanding of a text and analysis. As in previous units, students should initially approach the texts for comprehension. With careful attention to the literary features of each text, students should then interpret the author's implied message, also taking into account the text's cultural perspectives, products, and practices. Utilizing this skill, students should be able to interpret any ambiguities and nuances. As themes become evident, teachers can provide opportunities for explanation and comparison to other texts and the visual arts.

Students should be able to accurately employ a variety of basic and intermediate literary terms while providing textual examples in support of their arguments. They should clearly connect the texts to the corresponding period or movement and elaborate on how the contexts contributed to the creation of each text.

## Preparing for the AP Exam

Teachers can continue to provide opportunities to practice for the interpretive listening section of the exam by listening to author interviews, poetry, and clips that accentuate the characteristics of the major literary movements of the 19th century: *el Romanticismo* and *el Realismo y el Naturalismo*. Students should practice identifying literary terms and determining how or why they are being used in the text. Students often struggle with identifying and comparing the use of structural, stylistic, or rhetorical devices. These skills are critical for success in the multiple-choice section as well as in free-response question 4, the text comparison essay. Additionally, students tend to write short-answers instead of essays in the text comparison essay. To combat this, teachers can provide models of essays that demonstrate a clear thesis statement, structured body paragraphs, and a defined conclusion.



## UNIT AT A GLANCE

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<i>Interpretive Communication</i>	Analysis	<p><b>1.A</b> Read/listen to and comprehend literary texts.</p> <p><b>1.B</b> Identify the theme in a text.</p> <p><b>1.C</b> Identify or describe literary elements, voices, and stylistic features.</p>	<ul style="list-style-type: none"> <li>▪ <b>1.A.i</b> Paraphrase the literary text.</li> <li>▪ <b>1.A.ii</b> Summarize the plot of a literary text.</li> <li>▪ <b>1.A.iii</b> Explain literary texts using supporting details.</li> <li>▪ <b>1.C.i</b> Identify rhetorical figures.</li> <li>▪ <b>1.C.ii</b> Identify points of view.</li> <li>▪ <b>1.C.iii</b> Describe stylistic features (structure, setting, timeframes, characters, style, point of view, tone).</li> <li>▪ <b>1.C.iv</b> Make distinctions between voices in order to establish differences in meaning.</li> <li>▪ <b>1.C.v</b> Make distinctions between voices and the author’s perspective in order to establish differences in meaning.</li> <li>▪ <b>1.C.vi</b> Make distinctions between stylistic features in order to establish differences in meaning.</li> </ul>
		Cultural Context and Connections	<p><b>2.C</b> Relate target language texts to genres, periods, movements, and techniques.</p>

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## UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b>Interpretive Communication</b>	Cultural Context and Connections	<b>2.D</b> Situate textual language and registers within historical, social, and geopolitical contexts.	<ul style="list-style-type: none"> <li>▪ <b>2.D.i</b> Identify examples of formal and informal language.</li> <li>▪ <b>2.D.ii</b> Identify use of language registers to reflect social relationships in texts.</li> <li>▪ <b>2.D.iii</b> Identify linguistic features representative of the time and place in which a text was written.</li> <li>▪ <b>2.D.iv</b> Explain the relationship between linguistic changes and historical/geopolitical contexts.</li> <li>▪ <b>2.D.v</b> Compare textual language and registers in texts produced in different historical, social, and geopolitical contexts.</li> </ul>
	<i>(continued)</i>		
<b>Cultures, Connections, Comparisons, and Communities</b>		<b>2.E</b> Relate texts to their contexts (literary, historical sociocultural, geopolitical).	<ul style="list-style-type: none"> <li>▪ <b>2.E.i</b> Identify information from other disciplines related to course content.</li> <li>▪ <b>2.E.ii</b> Explain how a text's content relates to sociocultural, geopolitical, or historical contexts.</li> <li>▪ <b>2.E.iii</b> Explain the relationship between a literary text and its sociocultural, geopolitical, and historical contexts.</li> <li>▪ <b>2.E.iv</b> Explain how behaviors and attitudes present in texts reflect sociocultural, geopolitical, and historical contexts.</li> </ul>
<b>Cultures, Connections, Comparisons, and Communities</b>	Comparing Literary Texts	<b>3.A</b> Describe structural or stylistic similarities and differences in two texts.	<ul style="list-style-type: none"> <li>▪ <b>3.A.i</b> Explain similarities and differences in rhetorical figures.</li> <li>▪ <b>3.A.ii</b> Explain similarities and differences in points of view.</li> <li>▪ <b>3.A.iii</b> Explain similarities and differences in stylistic features.</li> <li>▪ <b>3.A.iv</b> Explain the function of structural features in texts related by period, genre, or theme.</li> <li>▪ <b>3.A.v</b> Explain the effect of rhetorical features in texts related by period, genre, or theme.</li> </ul>

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**UNIT AT A GLANCE** *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b>Presentational Communication</b>	Argumentation	<b>5.A</b> Present information in a descriptive form.	
		<b>5.B</b> Create a thesis that states the purpose.	
		<b>5.C</b> Organize information, concepts, and ideas in presentations with a logical and coherent progression of ideas.	
<b>Language Usage</b>	Language and Conventions	<b>6.A</b> Use a variety of vocabulary appropriate to literary analysis.	
		<b>6.D</b> Produce a comprehensible written work by observing writing conventions of the target language.	
<b>Interpersonal Communication</b>	Literary Discussions and Presentations	<b>7.A</b> Discuss texts and contexts in a variety of interactive oral formats <i>(not assessed)</i> .	
		<b>7.B</b> Discuss texts and contexts in a variety of interactive written formats <i>(not assessed)</i> .	
<b>Presentational Communication</b>		<b>7.C</b> Create and deliver oral presentations related to course content in a variety of formats <i>(not assessed)</i> .	

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## UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b>Cultures, Connections, Comparisons, and Communities</b>	Literary Discussions and Presentations	<b>7.D</b> Share literary texts through activities within and beyond the classroom setting <i>(not assessed)</i> .	
	<i>(continued)</i>	<b>7.E</b> Share knowledge of literature and culture with communities beyond the classroom setting <i>(not assessed)</i> .	
<b>Language Usage</b>		<b>7.F</b> Use pronunciation that is comprehensible to the audience in oral communication <i>(not assessed)</i> .	
		<b>7.G</b> Self-monitor and adjust language production in oral and written communication <i>(not assessed)</i> .	



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 4. Review the results in class to identify and address any student misunderstandings.

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. They were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 153 for more examples of activities and strategies.

Activity	Skills	Sample Activity
1	1.A, 1.C, 2.D, 2.E	<b>Think Aloud</b> Project a text or a fragment of text for students to see. While reading it aloud, demonstrate how to work through challenging passages of the text to achieve comprehension. Demonstrate how to take notes, discuss reactions to the text, and most importantly, model how to jot down questions or concerns while reading.
2	1.A, 1.C, 2.C, 2.D, 2.E	<b>Close Reading</b> Using a short fragment of text, model how to identify and describe the use of literary figures and rhetorical devices, select effective textual examples for support in an essay, and/or analyze a text. Have students practice in a class discussion format, calling on them to identify aspects of the fragment or interpret its meaning.



### Unit Planning Notes

Use the space below to plan your approach to the unit.

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# “En una tempestad”

## José María Heredia

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- El tiempo y el espacio
- La naturaleza y el ambiente
- El individuo en su entorno
- La trayectoria y la transformación

### COMPARATIVE WORK(S)

- “El caminante sobre el mar de nubes,” Caspar David Friedrich
- “Hurricane at Tarpon Bend,” Carl Brandien
- “Canción del pirata,” José de Espronceda
- Salmo XVII, Fransisco de Quevedo
- *San Manuel Bueno, mártir*, Miguel de Unamuno

### LITERARY TERMS

- Heptasílabo
- Endecasílabo
- Poema no estrófico
- Metonimia
- Apóstrofe
- Aliteración
- Prosopopeya

# Rima LIII

(“Volverán las oscuras golondrinas”)

**Gustavo Adolfo Bécquer**

## THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- El tiempo y el espacio
- La naturaleza y el ambiente
- Las relaciones interpersonales
- El amor y el desprecio

## COMPARATIVE WORK(S)

- “Arrufos,” Belmiro de Almeida
- Rima XI, Gustavo Adolfo Bécquer
- “En una tempestad,” José María Heredia

## LITERARY TERMS

- Paralelismo
- Anáfora
- Encabalgamiento
- Pie quebrado
- Hipérbaton
- Exclamaciones

# “Las medias rojas”

## Emilia Pardo Bazán

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- La construcción del género
- Las divisiones socioeconómicas
- La construcción de la realidad

### COMPARATIVE WORK(S)

- “Paseo a orillas del mar,” Joaquín Sorolla
- “¡Adiós, Cordera!,” Leopoldo Alas “Clarín”
- “El hijo,” Horacio Quiroga
- “Tamalada,” Carmen Lomas Garza

### LITERARY TERMS

- Descripción
- Ambiente
- Atmósfera
- Diálogo
- Narrador omnisciente
- Prosopopeya
- Regionalismos
- Sinestesia



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**AP SPANISH LITERATURE  
AND CULTURE**

**UNIT 5**

**La Generación  
del 98 y el  
Modernismo**



**~14–15**  
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 5**

**Multiple-choice: ~20 questions**

**Free-response: 2 questions**

- Short-answer: Text and Art Comparison
- Essay: Analysis of a Single Text

# La Generación del 98 y el Modernismo



## Developing Understanding

### ESSENTIAL QUESTIONS

- ¿De qué manera los individuos contribuyen o perjudican al bienestar de la comunidad?
- ¿Cómo influye el contexto sociocultural o histórico en la expresión de la identidad?
- ¿Qué efecto tiene el uso de una mezcla de imágenes históricas y mitológicas en una obra literaria?

The Spanish-American War of 1898 is the historical event that forms the backbone of the works in this unit. The war marked the culmination of the period of decline for the Spanish empire, as the remaining Spanish colonies gained independence and Spain was left to search for a new identity. This is exemplified in the works of the Generation of 98, a group of authors writing around 1898 who philosophically explored social problems facing society at the time. *El Modernismo*, in contrast, marked the birth of a new American literary movement. The first stage of *Modernismo* embraced free verse poetry, creativity, beauty, elegance, and the abstract, while the second stage shifted to political commentary.

## Building Course Skills

The texts in this unit are dynamic, profound, and abstract. This provides another opportunity for students to transition from comprehension and explanation to interpretation and literary analysis. Teachers can connect the texts with current events or to students' personal experiences to facilitate class discussions. Making these connections and observations can help spark student analysis. Teachers can also provide frequent opportunities to discuss how or why a text presents a key literary aspect (theme, literary term, genre, period/movement, or context). In the discussions, students should support their observations with relevant, well-chosen textual examples to illustrate their points. Students should listen to audio clips that discuss relevant aspects of the studied texts. Students should also compare common themes shared between studied texts and artwork in relation to period, movement, genre, and/or technique.

## Preparing for the AP Exam

At this stage, students have read so many works that remembering each one will be challenging. Teachers can review and reuse previously studied works by comparing their key characteristics with the new works from this unit. For the AP Exam, students must recall characters, important events, characteristics of genres, key literary terms, themes, and contexts. Teachers may want to utilize a graphic organizer or template to fill out for each work so that students can jot down pertinent information. They can then use it to review for the exam.

Reviewing previous works will help prepare students for the two free-response questions they often struggle with: Text and Art Comparison and Single Text Analysis. For both, students need to identify and explain the characteristics of a literary period, movement, genre, or technique. Students score higher on the AP Exam when they are familiar with and able to define these important elements of literary texts.

## UNIT AT A GLANCE

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<i>Interpretive Communication</i>	Analysis	<p><b>1.B</b> Identify the theme in a text.</p> <p><b>1.D</b> Identify perspective, attitude, or tone.</p> <p><b>1.F</b> Explain implied meanings or inferences</p>	
<i>Cultures, Connections, Comparisons, and Communities</i>	Cultural Context and Connections	<p><b>2.E</b> Relate texts to their contexts (literary, historical, sociocultural, geopolitical).</p> <p><b>2.F</b> Relate texts to contemporary global issues.</p>	<ul style="list-style-type: none"> <li>▪ <b>2.E.i</b> Identify information from other disciplines related to course content.</li> <li>▪ <b>2.E.ii</b> Explain how a text’s content relates to sociocultural, geopolitical, or historical contexts.</li> <li>▪ <b>2.E.iii</b> Explain the relationship between a literary text and its sociocultural, geopolitical, and historical contexts.</li> <li>▪ <b>2.E.iv</b> Explain how behaviors and attitudes present in texts reflect sociocultural, geopolitical, and historical contexts.</li> <li>▪ <b>2.F.i</b> Identify themes in a literary text that are relevant to contemporary society.</li> <li>▪ <b>2.F.ii</b> Explain the relationship between themes found in literary texts and contemporary or global issues.</li> </ul>
<i>Interpretive Communication</i>		<p><b>2.G</b> Explain how a text reflects or challenges perceptions of a majority/ minority culture.</p>	<ul style="list-style-type: none"> <li>▪ <b>2.G.i</b> Distinguish arguments from opinions.</li> <li>▪ <b>2.G.ii</b> Explain how personal beliefs and opinions affect textual interpretation.</li> <li>▪ <b>2.G.iii</b> Make connections between primary and secondary texts.</li> </ul>
<i>Cultures, Connections, Comparisons, and Communities</i>	Comparing Literary Texts	<p><b>3.C</b> Identify thematic connections between texts.</p> <p><b>3.E</b> Compare the representation of historical events in two texts.</p>	

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## UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b>Interpretive Communication</b>	Comparing Texts and Art	<b>4.A</b> Relate texts to practices and perspectives found in a variety of media from the target cultures.	<ul style="list-style-type: none"> <li><b>4.A.i</b> Identify themes and features of artistic representations.</li> <li><b>4.A.ii</b> Describe similar themes and features between an artistic representation and a literary text.</li> </ul>
<b>Cultures, Connections, Comparisons, and Communities</b>		<b>4.B</b> Situate texts within literary and artistic heritages of the target culture.	<ul style="list-style-type: none"> <li><b>4.B.i</b> Explain the significance of similar themes and features found between an artistic representation and a literary text.</li> </ul>
<b>Presentational Communication</b>	Argumentation	<p><b>5.B</b> Create a thesis that states the purpose.</p> <p><b>5.C</b> Organize information, concepts, and ideas in presentations with a logical and coherent progression of ideas.</p>	
<b>Cultures, Connections, Comparisons, and Communities</b>		<b>5.D</b> Elaborate and support main points with textual evidence.	
<b>Presentational Communication</b>	Language and Conventions	<b>6.C</b> Present and organize information logically.	
<b>Language Usage</b>		<b>6.D</b> Produce a comprehensible written work by observing writing conventions of the target language.	
<b>Interpersonal Communication</b>		<b>6.E</b> Use a variety of literary and critical terminology in oral and written discussions of texts in the target language.	

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## UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b>Interpersonal Communication</b>	Literary Discussions and Presentations	<b>7.A</b> Discuss texts and contexts in a variety of interactive oral formats <i>(not assessed)</i> .	
		<b>7.B</b> Discuss texts and contexts in a variety of interactive written formats <i>(not assessed)</i> .	
		<b>7.C</b> Create and deliver oral presentations related to course content in a variety of formats <i>(not assessed)</i> .	
<b>Presentational Communication</b>		<b>7.D</b> Share literary texts through activities within and beyond the classroom setting <i>(not assessed)</i> .	
		<b>7.E</b> Share knowledge of literature and culture with communities beyond the classroom setting <i>(not assessed)</i> .	
<b>Cultures, Connections, Comparisons, and Communities</b>		<b>7.F</b> Use pronunciation that is comprehensible to the audience in oral communication <i>(not assessed)</i> .	
		<b>7.G</b> Self-monitor and adjust language production in oral and written communication <i>(not assessed)</i> .	
<b>Language Usage</b>		<b>7.F</b> Use pronunciation that is comprehensible to the audience in oral communication <i>(not assessed)</i> .	
		<b>7.G</b> Self-monitor and adjust language production in oral and written communication <i>(not assessed)</i> .	



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 5. Review the results in class to identify and address any student misunderstandings.

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. They were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 153 for more examples of activities and strategies.

Activity	Skills	Sample Activity
1	1.A, 1.E	<p><b>Questioning the Text</b></p> <p>After reading a text, have students generate at least three different questions about it. Two should elicit a response that demonstrates comprehension of the text, and one should require the person who responds to present some analysis.</p>
2	5.D, 6.C, 6.D	<p><b>Guided Writing</b></p> <p>Have pairs of students collaborate to create a well-written paragraph for a short-answer or an essay. Their paragraph should include a strong topic sentence, well-chosen textual examples to support the topic sentence, commentary that explains how or why the examples support the topic sentence, and a transition to conclude the paragraph and prepare the reader for what would be the next paragraph.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit.

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# *San Manuel Bueno, mártir*

## Miguel de Unamuno

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- La dualidad del ser
- La espiritualidad y la religión
- La imagen pública y la imagen privada
- La introspección
- El tiempo lineal y el tiempo circular
- La naturaleza y el ambiente
- La asimilación y la marginación

### COMPARATIVE WORK(S)

- *Niebla*, Miguel de Unamuno
- "Borges y yo," Jorge Luis Borges

### LITERARY TERMS

- *Flashback*
- Ambigüedad
- Personaje
- Narrador fidedigno o no fidedigno
- Símil
- Metáfora
- Símbolo
- Punto de vista
- Trama
- Desdoblamiento
- Metaficción
- Yuxtaposición

# “He andado muchos caminos”

## Antonio Machado

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las relaciones interpersonales
- El individuo y la comunidad
- La amistad y la hostilidad

### COMPARATIVE WORK(S)

- “Caminante, son tus huellas,” Antonio Machado
- “Canción del pirata,” José de Espronceda
- “Walking around,” Pablo Neruda
- “La muralla,” Nicolás Guillén
- “Las razones del viajero,” Luis García Montero

### LITERARY TERMS

- Hipérbole
- Alusión
- Imagen
- Símbolo
- Hipérbole
- Metáfora

# “Nuestra América”

## José Martí

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las sociedades en contacto
- El imperialismo
- El nacionalismo y el regionalismo

### COMPARATIVE WORK(S)

- *Visión de los vencidos:* “Los presagios, según los informantes de Sahagún,” Miguel León-Portilla
- “Segunda carta de relación,” Hernán Cortés
- *El descontento y la promesa,* “Las fórmulas del americanismo,” Pedro Henríquez Ureña

### LITERARY TERMS

- Metáfora
- Símil
- Símbolo
- Metonimia
- Hipérbole
- Tono
- Antítesis
- Paradoja

# “A Roosevelt”

## Rubén Darío

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las sociedades en contacto
- El imperialismo
- El nacionalismo y el regionalismo

### COMPARATIVE WORK(S)

- *Time* magazine covers from **March 3, 1958** and **July 3, 2006**
- “La United Fruit Company,” Pablo Neruda
- *Visión de los vencidos*: “Se ha perdido el pueblo mexicana,” Miguel León-Portilla
- “Segunda carta de relación,” Hernán Cortés
- **Roosevelt As the Rising Sun of Yankee Imperialism**

### LITERARY TERMS

- Imagen
- Paradoja
- Antítesis
- Metonimia
- Verso libre
- Símbolo
- Apóstrofe
- Prosopopeya

# “El hijo”

## Horacio Quiroga

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las relaciones interpersonales
- Las relaciones familiares
- La construcción de la realidad

### COMPARATIVE WORK(S)

- “The Hunter’s Return,”  
Thomas Cole
- “No oyes ladrar los perros,”  
Juan Rulfo

### LITERARY TERMS

- Metaficción
- Desdoblamiento
- Ambiente
- Prosopopeya
- Ambigüedad
- Fluir de conciencia
- Narrador fidedigno o no fidedigno

**AP SPANISH LITERATURE  
AND CULTURE**

**UNIT 6**

**Teatro y  
poesía del  
siglo XX**



**~18–19**  
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 6**

**Multiple-choice: ~20 questions**

**Free-response: 2 questions**

- Short-answer: Text and Art Comparison
- Essay: Analysis of a Single Text

# Teatro y poesía del siglo XX



## Developing Understanding

### ESSENTIAL QUESTIONS

- ¿Con qué intención presenta un autor o una autora problemas sociales en la literatura?
- ¿De qué manera la sociedad afecta la identidad personal de un individuo?
- ¿Cómo se presenta el nacionalismo (o la identidad nacional) en la literatura?

The first third of the 20<sup>th</sup> century was marked by World War I and the Spanish Civil War, forcing an artistic departure from *el Modernismo*. Works from this period are characterized by their questioning of daily life, their insistence upon defining identity, and experimentation with new literary forms and ideas. The period can be subdivided according to artistic production. Vanguard authors attempted to break with all previous movements, experimenting with creativity and ingenuity while establishing free verse poetry as a principal form of expression and renewing the uses of metaphors and imagery. Afro-Caribbean poetry from the period includes auditory elements and neologisms and explores *mestizaje*. Surrealist works from the period juxtapose the unconscious with the conscious, making everyday situations illogical and unexplainable. The Theater of the Absurd uses absurd, impossible, and hyperbolic representations to highlight society's problems.

## Building Course Skills

For each text studied in this unit, students should be able to identify the themes and compare them to other works with ease. Students should now begin to use advanced literary terms in their discussions of literary texts and in defining characteristics of literary genres. Students should also analyze the cultural perspectives, products, and practices in each text.

To practice literary analysis, teachers can select different elements of texts for close reading. Students can discuss with partners or in small groups, as a class, or through writing. Frequent writing practice, peer editing, and teacher feedback can improve how students analyze a text and support their ideas with textual examples. Students should also listen to academic presentations of literary criticism as models of literary analysis.

## Preparing for the AP Exam

This unit provides unique opportunities for listening to poems read by their authors. Listening to authors read their own poems helps facilitate nuanced understanding of the works. As in previous units, students should listen to presentations that detail important events from the period that contributed to the creation of the works. They can also listen to presentations about particular aspects of the works or clips that review information from previous units.

Students should also continue to listen to author interviews. Because students often summarize texts, they should practice utilizing textual examples in their writing. This is critical for success in all the free-response questions. Students should practice making a point or argument, supporting it with a brief and carefully selected textual example, then following it with a comment that connects the example to their point or argument. Doing so will help students develop literary analysis in their writing.



## UNIT AT A GLANCE

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<i>Interpretive Communication</i>	Analysis	<p><b>1.E</b> Explain the function and/or the significance of rhetorical, structural, and stylistic features.</p> <p><b>1.G</b> Explain perspective, attitude, or tone.</p> <p><b>1.H</b> Explain the development of a theme in a text.</p>	<ul style="list-style-type: none"> <li><b>1.E.i</b> Explain the significance of points of view.</li> <li><b>1.E.ii</b> Explain the relationship between the structure of a text and its content.</li> </ul>
<i>Interpretive Communication</i>	Cultural Context and Connections	<p><b>2.D</b> Situate textual language and registers within historical, social, and geopolitical contexts.</p>	<ul style="list-style-type: none"> <li><b>2.D.i</b> Identify examples of formal and informal language.</li> <li><b>2.D.ii</b> Identify use of language registers to reflect social relationships in texts.</li> <li><b>2.D.iii</b> Identify linguistic features representative of the time and place in which a text was written.</li> <li><b>2.D.iv</b> Explain the relationship between linguistic changes and historical/geopolitical contexts.</li> <li><b>2.D.v</b> Compare textual language and registers in texts produced in different historical, social, and geopolitical contexts.</li> </ul>
<i>Cultures, Connections, Comparisons, and Communities</i>		<p><b>2.E</b> Relate texts to their contexts (literary, historical, sociocultural, geopolitical).</p>	<ul style="list-style-type: none"> <li><b>2.E.i</b> Identify information from other disciplines related to course content.</li> <li><b>2.E.ii</b> Explain how a text's content relates to sociocultural, geopolitical, or historical contexts.</li> <li><b>2.E.iii</b> Explain the relationship between a literary text and its sociocultural, geopolitical, and historical contexts.</li> <li><b>2.E.iv</b> Explain how behaviors and attitudes present in texts reflect sociocultural, geopolitical, and historical contexts.</li> </ul>
<i>Cultures, Connections, Comparisons, and Communities</i>	Comparing Literary Texts	<p><b>3.C</b> Identify thematic connections between texts.</p> <p><b>3.D</b> Compare the development of a theme in two texts.</p>	

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UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<i>Interpretive Communication</i>	Comparing Texts and Art	<b>4.A</b> Relate texts to practices and perspectives found in a variety of media from the target cultures.	<ul style="list-style-type: none"> <li><b>4.A.i</b> Identify themes and features of artistic representations.</li> <li><b>4.A.ii</b> Describe similar themes and features between an artistic representation and a literary text.</li> </ul>
		<b>4.B</b> Situate texts within literary and artistic heritages of the target culture.	<ul style="list-style-type: none"> <li><b>4.B.i</b> Explain the significance of similar themes and features found between an artistic representation and a literary text.</li> </ul>
<i>Interpretive Communication</i>		<b>4.C</b> Describe how a theme is developed in a work of art.	
<i>Presentational Communication</i>	Argumentation	<b>5.B</b> Create a thesis that states the purpose.	
		<b>5.C</b> Organize information, concepts, and ideas in presentations with a logical and coherent progression of ideas.	
<i>Cultures, Connections, Comparisons, and Communities</i>		<b>5.D</b> Elaborate and support main points with textual evidence.	
<i>Presentational Communication</i>	Language and Conventions	<b>6.C</b> Present and organize information logically.	
		<b>6.D</b> Produce a comprehensible written work by observing writing conventions of the target language.	
<i>Language Usage</i>		<b>6.E</b> Use a variety of literary and critical terminology in oral and written discussions of texts in the target language.	
<i>Interpersonal Communication</i>			

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## UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b>Interpersonal Communication</b>	Literary Discussions and Presentations	<b>7.A</b> Discuss texts and contexts in a variety of interactive oral formats <i>(not assessed)</i> .	
		<b>7.B</b> Discuss texts and contexts in a variety of interactive written formats <i>(not assessed)</i> .	
		<b>7.C</b> Create and deliver oral presentations related to course content in a variety of formats <i>(not assessed)</i> .	
<b>Presentational Communication</b>		<b>7.D</b> Share literary texts through activities within and beyond the classroom setting <i>(not assessed)</i> .	
<b>Cultures, Connections, Comparisons, and Communities</b>		<b>7.E</b> Share knowledge of literature and culture with communities beyond the classroom setting <i>(not assessed)</i> .	
		<b>7.F</b> Use pronunciation that is comprehensible to the audience in oral communication <i>(not assessed)</i> .	
<b>Language Usage</b>		<b>7.G</b> Self-monitor and adjust language production in oral and written communication <i>(not assessed)</i> .	



Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 6. Review the results in class to identify and address any student misunderstandings.

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. They were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 153 for more examples of activities and strategies.

Activity	Skills	Sample Activity
1	2.D, 2.E	<p><b>Guided Reading</b></p> <p>Have students begin by skimming a fragment of text for the tone and theme as a pre-reading activity. Follow up by discussing reactions to the text. Then have students read the passage for comprehension, identifying the main ideas and supporting details. Ask students to predict what the rest of the text will be about. After students have read the remaining text, have them reflect on their predictions.</p>
2	1.E, 1.G, 1.H, 2.D, 2.E, 6.C, 6.E	<p><b>Double-Entry Journal</b></p> <p>Have students show their work as they read through a text for comprehension, similarly to how they would do a proof in a geometry class. In one column, students should include the text or fragment. In another column, students should write down their notes and questions, identify literary terms or themes, and make comments.</p>
3	7.G	<p><b>Self-Editing/Peer-Editing</b></p> <p>Project a sample essay in the classroom. Point out the essay’s strengths and where improvements are needed. Most importantly, indicate how it could be modified or changed to make improvements. Then have students exchange their own essays with a partner and ask them to give each other feedback similar to the feedback that was modeled for them.</p>



### Unit Planning Notes

Use the space below to plan your approach to the unit.

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# *La casa de Bernarda Alba*

## Federico García Lorca

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- La dualidad del ser
- La construcción del género
- El sistema patriarcal
- Las divisiones socioeconómicas
- La asimilación y la marginación
- La diversidad
- El machismo
- La tradición y la ruptura
- La trayectoria y la transformación
- El amor y el desprecio
- La comunicación o falta de comunicación
- La imagen pública y la imagen privada

### COMPARATIVE WORK(S)

- ... y no se lo tragó la tierra, "La noche buena," Tomás Rivera

### LITERARY TERMS

- Personaje
- Ambiente
- Acotación
- Público
- Acto
- Tres unidades
- Tragedia
- Diálogo
- Símbolo
- Metáfora
- Símil
- Falla trágica
- Ironía
- Prefiguración
- Hipérbole

# *El hombre que se convirtió en perro*

## Oswaldo Dragún

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las sociedades en contacto
- Las divisiones socioeconómicas
- Las relaciones familiares
- Las relaciones de poder

### COMPARATIVE WORK(S)

- *El delantal blanco*, Sergio Vodanovic
- *Lazarillo de Tormes*, Anónimo
- "Las medias rojas," Emilia Pardo Bazán

### LITERARY TERMS

- Personaje
- Ambiente
- Acotación
- Público
- Diálogo
- Ironía
- Sátira
- Hipérbole

# “Prendimiento de Antoñito el Camborio en el camino de Sevilla”

## Federico García Lorca

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las sociedades en contacto
- Las relaciones de poder
- Las divisiones socioeconómicas
- El individuo en su entorno

### COMPARATIVE WORK(S)

- “Romance de la luna, luna,” Federico García Lorca
- “Romance de la pérdida de Alhama,” Anónimo

### LITERARY TERMS

- *In medias res*
- Verso octosílabo
- Rima asonante en los veros pares
- Voz poética
- Verso blanco
- Símbolo
- Imagen
- Alusión
- Ambigüedad
- Verosimilitud

# “Walking around”

## Pablo Neruda

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- La dualidad del ser
- La construcción de la realidad
- El individuo en su entorno
- La introspección

### COMPARATIVE WORK(S)

- “Grito hacia Roma,” Federico García Lorca
- “Prendimiento de Antoñito el Camborio en el camino de Sevilla,” Federico García Lorca
- “Lonely Metropolis,” Janice Jong

### LITERARY TERMS

- Verso libre
- Enumeración
- Símbolo
- Imagen
- Alusión
- Asíndeton
- Polisíndeton
- Verosimilitud
- Antítesis
- Paradoja
- Yuxtaposición
- Sinestesia



# “Balada de los dos abuelos”

## Nicolás Guillén

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las sociedades en contacto
- Las relaciones interpersonales
- El tiempo y el espacio

### COMPARATIVE WORK(S)

- “Mujer negra,” Nancy Morejón
- “Sensemayá,” Nicolás Guillén

### LITERARY TERMS

- Verso libre
- Estribillo
- Aliteración
- Elementos auditivos
- Gradación
- Apartes

# “Mujer negra”

## Nancy Morejón

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las sociedades en contacto
- Las relaciones interpersonales
- El tiempo y el espacio

### COMPARATIVE WORK(S)

- “Balada de los abuelos,”  
Nicolás Guillén
- “Hombres necios que acusáis,”  
Sor Juana Inés de la Cruz
- “Nuestra América,” José Martí
- “Chac Mool,” Carlos Fuentes

### LITERARY TERMS

- Verso libre
- Aliteración
- Elementos auditivos
- Gradación

# “A Julia de Burgos”

## Julia de Burgos

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- La dualidad del ser
- La construcción del género
- El sistema patriarcal
- La introspección

### COMPARATIVE WORK(S)

- “Girl at Mirror,” Norman Rockwell
- “Hombres necios que acusáis,” Sor Juana Inés de la Cruz

### LITERARY TERMS

- Desdoblamiento
- Voz poética
- Ambigüedad
- Metáfora
- Símbolo
- Alusión
- Imagen
- Verso libre
- Yuxtaposición
- Aliteración
- Asíndeton
- Enumeración

# “Peso ancestral”

## Alfonsina Storni

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- La dualidad del ser
- La construcción del género
- El sistema patriarcal
- La introspección

### COMPARATIVE WORK(S)

- “Mujer negra,” Nancy Morejón
- “Hombres necios que acusáis,” Sor Juana Inés de la Cruz

### LITERARY TERMS

- Apóstrofe
- Endecasílabo
- Pie quebrado
- Símbolo
- Imagen
- Alusión
- Perspectiva

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**AP SPANISH LITERATURE  
AND CULTURE**

**UNIT 7**

**El Boom  
latinoamericano**



**~16–17**  
CLASS PERIODS

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The icon consists of a white circle containing a blue square with the letters 'AP' in white, and a blue horizontal bar below the square.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 7**

**Multiple-choice: ~20 questions**

**Free-response: 2 questions**

- Short-answer: Text Explanation
- Essay: Text Comparison

# El Boom latinoamericano



## Developing Understanding

### ESSENTIAL QUESTIONS

- ¿Qué efecto tiene la mezcla del realismo con lo fantástico en la literatura?
- ¿Cómo se presenta la crítica social en la literatura?
- ¿Cómo afecta el uso del tiempo linear y/o el tiempo circular en una narración?

In the 1960s and 1970s, literature by Latin American authors became widely popular and read around the world. The works from this period are well-known for employing the literary technique of magic realism, where the fantastical coexists with everyday realities. Many of them also express social criticisms. One of the distinguishing characteristics of the works are their vivid depictions of settings that allow readers to experience the sights, sounds, customs, and traditions of Latin America.

## Building Course Skills

Practicing literary analysis should continue to be a focus in this unit. Students should be able to clearly explain and compare themes in texts. Literary discussions, both written and oral, should employ a variety of literary terms to discuss stylistic, structural, and rhetorical features of the texts. Students should define and compare literary genres, periods, and movements. They should also elaborate on the roles that various contexts have in the creation and interpretation of the texts.

As with previous units, students should continue to analyze cultural perspectives, products, and practices and compare them to other studied texts. Students should listen to audio selections that present literary analysis, poetry, or contextual information that will assist in their study of each text. Students should then compare what they hear and read to what they have learned in other units. When writing or giving oral presentations, students should organize their thoughts so that their ideas are fully expressed, developed, and presented in a logical and clear order.

## Preparing for the AP Exam

The authors studied in this unit gave numerous interviews during their careers. Many of the interviews included discussions of their work, their careers as writers, and other literary topics. Listening to fragments of these interviews can help students better understand the works that they study and prepare them for the AP Exam. Students should also listen to clips that emphasize the characteristics of the *Boom latinoamericano*.

Students should continue practicing free-response question 1, Text Explanation, where they provide examples to show how a theme is developed in one of the works. Students should also continue to practice writing essays, in particular, the text comparison essay in free-response question 4. Students can compare one of the works from this unit to a nonrequired text that shares a common theme and write an analysis of how literary devices are utilized in each text.



## UNIT AT A GLANCE

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<i>Interpretive Communication</i>	Analysis	<b>1.E</b> Explain the function and/or the significance of rhetorical, structural, and stylistic features.	<ul style="list-style-type: none"> <li><b>1.E.i</b> Explain the significance of points of view.</li> <li><b>1.E.ii</b> Explain the relationship between the structure of a text and its content.</li> </ul>
		<b>1.F</b> Explain implied meanings or inferences.	
		<b>1.I</b> Connect themes or ideas to characters.	
<i>Cultures, Connections, Comparisons, and Communities</i>	Cultural Context and Connections	<b>2.B</b> Explain the relationship between cultural products, practices, and perspectives of target cultures.	<ul style="list-style-type: none"> <li><b>2.B.i</b> Explain how cultural products or practices relate to cultural perspectives in literary texts.</li> <li><b>2.B.ii</b> Explain how cultural beliefs and attitudes affect the interpretation of a text.</li> <li><b>2.B.iii</b> Explain the role of cultural stereotypes in texts.</li> <li><b>2.B.iv</b> Explain the relationship between a literary movement and cultural perspectives.</li> </ul>
		<b>2.D</b> Situate textual language and registers within historical, social, and geopolitical contexts.	<ul style="list-style-type: none"> <li><b>2.D.i</b> Identify examples of formal and informal language.</li> <li><b>2.D.ii</b> Identify use of language registers to reflect social relationships in texts.</li> <li><b>2.D.iii</b> Identify linguistic features representative of the time and place in which a text was written.</li> <li><b>2.D.iv</b> Explain the relationship between linguistic changes and historical/geopolitical contexts.</li> <li><b>2.D.v</b> Compare textual language and registers in texts produced in different historical, social, and geopolitical contexts.</li> </ul>

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## UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b>Cultures, Connections, Comparisons, and Communities</b>	Comparing Literary Texts	<b>3.A</b> Describe structural or stylistic similarities and differences in two texts.	<ul style="list-style-type: none"> <li><b>3.A.i</b> Explain similarities and differences in rhetorical figures.</li> <li><b>3.A.ii</b> Explain similarities and differences in points of view.</li> <li><b>3.A.iii</b> Explain similarities and differences in stylistic features.</li> <li><b>3.A.iv</b> Explain the function of structural features in texts related by period, genre, or theme.</li> <li><b>3.A.v</b> Explain the effect of rhetorical features in texts related by period, genre, or theme.</li> </ul>
		<b>3.B</b> Compare cultural products, practices, or perspectives portrayed in two texts.	<ul style="list-style-type: none"> <li><b>3.B.i</b> Explain how distinct points of view from two literary texts and cultures compare to points of view from their own culture.</li> <li><b>3.B.ii</b> Explain how representations of cultural products, practices, or perspectives compare to their own literary culture.</li> </ul>
<b>Presentational Communication</b>	Argumentation	<b>5.B</b> Create a thesis that states the purpose.	
		<b>5.C</b> Organize information, concepts, and ideas in presentations with a logical and coherent progression of ideas.	
<b>Cultures, Connections, Comparisons, and Communities</b>		<b>5.D</b> Elaborate and support main points with textual evidence.	
		<b>5.E</b> Use sources available in the target language to support the interpretation of texts and compare distinct viewpoints.	

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## UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b>Presentational Communication</b>	Language and Conventions	<b>6.C</b> Present and organize information logically.	
<b>Interpersonal Communication</b>		<b>6.E</b> Use a variety of literary and critical terminology in oral and written discussions of texts in the target language.	
<b>Interpersonal Communication</b>	Literary Discussions and Presentations	<b>7.A</b> Discuss texts and contexts in a variety of interactive oral formats <i>(not assessed)</i> . <b>7.B</b> Discuss texts and contexts in a variety of interactive written formats <i>(not assessed)</i> .	
<b>Presentational Communication</b>		<b>7.C</b> Create and deliver oral presentations related to course content in a variety of formats <i>(not assessed)</i> .	
<b>Cultures, Connections, Comparisons, and Communities</b>		<b>7.D</b> Share literary texts through activities within and beyond the classroom setting <i>(not assessed)</i> . <b>7.E</b> Share knowledge of literature and culture with communities beyond the classroom setting <i>(not assessed)</i> .	
<b>Language Usage</b>		<b>7.F</b> Use pronunciation that is comprehensible to the audience in oral communication <i>(not assessed)</i> . <b>7.G</b> Self-monitor and adjust language production in oral and written communication <i>(not assessed)</i> .	



Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 7. Review the results in class to identify and address any student misunderstandings.

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. They were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 153 for more examples of activities and strategies.

Activity	Skills	Sample Activity
1	7.A	<b>Skimming/Scanning</b> Have students skim a text and quickly identify key words or phrases, identify the theme, and name the genre or time period to which the text belongs.
2	5.B, 5.C, 5.D, 5.E, 6.C, 6.E, 7.A, 7.G	<b>Gradual Release Writing or Speaking</b> Project an essay prompt. Then have students break into small groups to discuss possible responses, how to organize the essay, a possible thesis statement, and textual examples to support their arguments. Then have them prepare an outline and assign an essay paragraph to each member of the group. After writing, the group compiles all of the paragraphs into one complete essay.
3	1.E, 1.F, 2.B, 7.A	<b>Fishbowl</b> Split the class in half forming an inner and outer circle. Have the inner circle discuss and analyze one of the texts. Then have the outer circle summarize the discussion. The inner circle should comment on the themes, genre, use of literary figures and devices, and the relevant contexts found in the text. These same elements should be included in the outer circle’s summaries.



### Unit Planning Notes

Use the space below to plan your approach to the unit.

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# “Borges y yo”

## Jorge Luis Borges

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- La dualidad del ser
- La imagen pública y la imagen privada
- La introspección
- El ser y la creación literaria
- La creación literaria
- La literatura autoconsciente
- El proceso creativo

### COMPARATIVE WORK(S)

- “Las dos Fridas,” Frida Kahlo
- “A Julia de Burgos,” Julia de Burgos

### LITERARY TERMS

- Narrador en primera persona
- Ambigüedad
- Perspectiva
- Paradoja

# “El Sur”

## Jorge Luis Borges

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las sociedades en contacto
- El machismo
- El nacionalismo y el regionalismo
- La relación entre el tiempo y el espacio

### COMPARATIVE WORK(S)

- “La siesta del martes,” Gabriel García Márquez
- “El hijo,” Horacio Quiroga
- *La casa de Bernarda Alba*, Federico García Lorca
- “No oyes ladrar los perros,” Juan Rulfo
- *Don Quijote*, Miguel de Cervantes

### LITERARY TERMS

- Narrador omnisciente
- Prefiguración
- Ambigüedad
- Trama
- Imagen
- Desdoblamiento

# “No oyes ladrar los perros”

## Juan Rulfo

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las relaciones interpersonales
- El amor y el desprecio
- La comunicación o falta de comunicación
- Las relaciones familiares

### COMPARATIVE WORK(S)

- “El sur,” Jorge Luis Borges
- “Las medias rojas,” Emilia Pardo Bazán
- “Cruzando el Río Bravo,” Luis Jiménez

### LITERARY TERMS

- Narrador omnisciente
- Diálogo
- Tono
- Prefiguración
- Ambiente
- Atmósfera

# “Chac Mool”

## Carlos Fuentes

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- El tiempo y el espacio
- El tiempo lineal y el tiempo circular
- La trayectoria y la transformación
- Las relaciones de poder

### COMPARATIVE WORK(S)

- “Mujer negra,” Nancy Morejón
- “El sur,” Jorge Luis Borges
- “La noche boca arriba,” Julio Cortázar

### LITERARY TERMS

- Realismo mágico
- Ambigüedad
- Desdoblamiento
- *Flashback*
- Personificación
- Atmósfera
- Prefiguración
- Símbolo
- Suspenso



# “La noche boca arriba”

## Julio Cortázar

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- El tiempo y el espacio
- El tiempo lineal y el tiempo circular
- La relación entre el tiempo y el espacio
- La construcción de la realidad

### COMPARATIVE WORK(S)

- “Continuidad de los parques,” Julio Cortázar
- “Chac Mool,” Carlos Fuentes

### LITERARY TERMS

- Ambigüedad
- Desdoblamiento
- *Flashback*
- Ambiente
- Atmósfera
- Sinestesia
- Suspense

# “La siesta del martes”

## Gabriel García Márquez

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las sociedades en contacto
- Las divisiones socioeconómicas
- Las relaciones familiares
- El sistema patriarcal

### COMPARATIVE WORK(S)

- “El sur,” Jorge Luis Borges
- *Lazarillo de Tormes*, Anónimo
- “Las medias rojas,” Emilia Pardo Bazán

### LITERARY TERMS

- Descripción
- Ambiente
- *Flashback*
- Diálogo
- Narrador observador
- Realismo
- Versosimilitud

# “El ahogado más hermoso del mundo”

## Gabriel García Márquez

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las relaciones interpersonales
- El individuo y la comunidad
- La trayectoria y la transformación

### COMPARATIVE WORK(S)

- “Como la vida misma,” Rosa Montero
- *Don Quijote*, Miguel de Cervantes
- “Un señor muy viejo con unas alas enormes,” Gabriel García Márquez

### LITERARY TERMS

- Descripción
- Ambiente
- Diálogo
- Narrador observador
- Hipérbole
- Desdoblamiento

# “Dos palabras”

## Isabel Allende

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- La construcción del género
- La sexualidad
- El individuo en su entorno
- La trayectoria y la transformación
- Las relaciones de poder
- La comunicación o falta de comunicación
- El proceso creativo

### COMPARATIVE WORK(S)

- “Continuidad de los parques,” Julio Cortázar
- “Mi caballo mago,” Sabine Ulibarrí
- *Lazarillo de Tormes*, Anónimo

### LITERARY TERMS

- Ambiente
- Atmósfera
- Diálogo
- Narrador omnisciente
- Hipérbole
- Crónica
- Gradación
- Trama
- Desenlace

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**AP SPANISH LITERATURE  
AND CULTURE**

**UNIT 8**

**Escritores  
contemporáneos  
de Estados  
Unidos  
y España**



**~8–9**  
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

### **Personal Progress Check 8**

**Multiple-choice: ~20 questions**

**Free-response: 2 questions**

- Short-answer: Text and Art Comparison
- Essay: Text Comparison

# Escritores contemporáneos de Estados Unidos y España

## ESSENTIAL QUESTIONS

- ¿Cómo se representan la asimilación y la marginación en la literatura?
- ¿Cómo se relaciona el/ la protagonista con los espacios interiores y exteriores?
- ¿Cómo son diferentes el cuento corto y la viñeta?



## Developing Understanding

Unit 8 focuses on recent works that present the realities of life in the 1970s and 1980s in the United States and Spain. Themes in these works may be familiar to today's students. The works from the United States represent two different perspectives of Spanish speakers: that of a native who has lived their whole life in the United States and that of a migrant who negotiates assimilation or marginalization. The work from Spain explores how an individual interacts with the community. All of the works in the unit provide unique opportunities to explore contemporary cultural perspectives, products, and practices.

## Building Course Skills

In this final unit, all the skills of the course come together. Students should be able to explain and compare themes in the texts to other texts and artwork. They should be able to use a variety of vocabulary to discuss and analyze stylistic, structural, rhetorical and literary features of texts. They should be able to analyze, define, and compare aspects of literary genres, movements, and periods. Students should also be able to analyze the contexts that contributed to the creation of the texts and the texts' cultural perspectives, products, and practices. They should continue listening to interviews and presentations that discuss aspects of the texts in the unit, and they should write well-organized analytical essays and short responses.

## Preparing for the AP Exam

In this final unit, teachers can prepare students for the AP Exam by familiarizing them with the exam's instructions and tasks.

For the multiple-choice section of the exam, the listening portion includes an author interview, a poem, and an academic presentation. Part B includes selections from the required reading list followed by nonrequired selections. For the text comparison portion, students must compare a required text to a nonrequired text. The final portion of Part B is a critical commentary that discusses a particular aspect of a required reading.

For the free-response section, students often struggle with including all of the requested tasks from the prompts. Using prompts from previous AP Exams as practice, students can underline and/or number each task requested in the prompts. This will help them remember what they must do as they formulate their written responses. Students should review the scoring guidelines as well. Teachers should highlight the criteria that demonstrate how omitting a task affects the evaluation.



## UNIT AT A GLANCE

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<i>Interpretive Communication</i>	Analysis	<p><b>1.D</b> Identify perspective, attitude, or tone.</p> <p><b>1.F</b> Explain implied meanings or inferences.</p> <p><b>1.G</b> Explain perspective, attitude, or tone.</p>	
<i>Cultures, Connections, Comparisons, and Communities</i>	Cultural Context and Connections	<p><b>2.E</b> Relate texts to their contexts (literary, historical, sociocultural, geopolitical).</p> <p><b>2.F</b> Relate texts to contemporary global issues.</p>	<ul style="list-style-type: none"> <li>▪ <b>2.E.i</b> Identify information from other disciplines related to course content.</li> <li>▪ <b>2.E.ii</b> Explain how a text’s content relates to sociocultural, geopolitical, or historical contexts.</li> <li>▪ <b>2.E.iii</b> Explain the relationship between a literary text and its sociocultural, geopolitical, and historical contexts.</li> <li>▪ <b>2.E.iv</b> Explain how behaviors and attitudes present in texts reflect sociocultural, geopolitical, and historical contexts.</li> <li>▪ <b>2.F.i</b> Identify themes in a literary text that are relevant to contemporary society.</li> <li>▪ <b>2.F.ii</b> Explain the relationship between themes found in literary texts and contemporary or global issues.</li> </ul>
<i>Interpretive Communication</i>		<p><b>2.G</b> Explain how a text reflects or challenges perceptions of a majority/ minority culture.</p>	<ul style="list-style-type: none"> <li>▪ <b>2.G.i</b> Distinguish arguments from opinions.</li> <li>▪ <b>2.G.ii</b> Explain how personal beliefs and opinions affect textual interpretation.</li> <li>▪ <b>2.G.iii</b> Make connections between primary and secondary texts.</li> </ul>
<i>Cultures, Connections, Comparisons, and Communities</i>	Comparing Literary Texts	<p><b>3.C</b> Identify thematic connections between texts.</p> <p><b>3.F</b> Compare points of view in two texts.</p>	

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## UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<i>Interpretive Communication</i>	Comparing Texts and Art	<b>4.A</b> Relate texts to practices and perspectives found in a variety of media from the target cultures.	<ul style="list-style-type: none"> <li><b>4.A.i</b> Identify themes and features of artistic representations.</li> <li><b>4.A.ii</b> Describe similar themes and features between an artistic representation and a literary text.</li> </ul>
		<b>4.C</b> Describe how a theme is developed in a work of art.	
<i>Presentational Communication</i>	Argumentation	<b>5.C</b> Organize information, concepts, and ideas in presentations with a logical and coherent progression of ideas.	
		<p><b>5.D</b> Elaborate and support main points with textual evidence.</p> <p><b>5.E</b> Use sources available in the target language to support the interpretation of texts and compare distinct viewpoints.</p>	
<i>Cultures, Connections, Comparisons, and Communities</i>			
<i>Presentational Communication</i>	Language and Conventions	<b>6.C</b> Present and organize information logically.	
		<b>6.E</b> Use a variety of literary and critical terminology in oral and written discussions of texts in the target language.	

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## UNIT AT A GLANCE *(cont'd)*

Enduring Understandings	Skill Categories	Skills	Learning Objectives
<b>Interpersonal Communication</b>	Literary Discussions and Presentations	<b>7.A</b> Discuss texts and contexts in a variety of interactive oral formats <i>(not assessed)</i> .	
		<b>7.B</b> Discuss texts and contexts in a variety of interactive written formats <i>(not assessed)</i> .	
<b>Presentational Communication</b>		<b>7.C</b> Create and deliver oral presentations related to course content in a variety of formats <i>(not assessed)</i> .	
<b>Cultures, Connections, Comparisons, and Communities</b>		<b>7.D</b> Share literary texts through activities within and beyond the classroom setting <i>(not assessed)</i> .	
		<b>7.E</b> Share knowledge of literature and culture with communities beyond the classroom setting <i>(not assessed)</i> .	
<b>Language Usage</b>		<b>7.F</b> Use pronunciation that is comprehensible to the audience in oral communication <i>(not assessed)</i> .	
		<b>7.G</b> Self-monitor and adjust language production in oral and written communication <i>(not assessed)</i> .	



Go to **AP Classroom** to assign the **Personal Progress Check** for Unit 8. Review the results in class to identify and address any student misunderstandings.

## SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate various instructional approaches into the classroom. They were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 153 for more examples of activities and strategies.

Activity	Skills	Sample Activity
1	7.A, 7.C	<b>Think-Pair-Share</b> Have students begin with an essential question that will focus them on a reading assignment as a pre-reading activity. As they read, have them consider the question and decide how to respond. In class, have them work with a partner and share their answers to the question. The pairs can then report their discussion to the class.
2	5.D, 6.C, 6.E, 7.B	<b>Chalk Talk</b> Before students arrive, write an open-ended, analytical question on the board. Have them respond to the question on a sticky note and affix it to the board. Using another sticky note, have them comment on another student’s answer and affix it to the answer. Repeat until there are chains of sticky notes that form a written literary conversation.
3	5.A, 5.C, 5.D, 5.E, 6.A, 6.C, 6.D, 6.E, 7.B	<b>Marking the Draft</b> Provide each student with a copy of the same essay. Have them use different colors of highlighters to mark the thesis statement, topic sentences, examples, commentary, transitions, and conclusion. After highlighting, have students compare their essays.



### Unit Planning Notes

Use the space below to plan your approach to the unit.

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# “Mi caballo mago”

## Sabine Ulibarrí

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las relaciones interpersonales
- El amor y el desprecio
- La construcción de la realidad
- La trayectoria y la transformación
- La naturaleza y el ambiente

### COMPARATIVE WORK(S)

- “Dos palabras,” Isabel Allende
- *Lazarillo de Tormes*, Anónimo
- “No oyes ladrar los perros,” Juan Rulfo
- “El hijo,” Horacio Quiroga
- “Lassoing Wild Horses,” Solon H. Borglum
- “The Fall of the Cowboy,” Frederic S. Remington

### LITERARY TERMS

- Descripción
- Ambiente
- Atmósfera
- Hipérbole
- Epíteto
- Asíndeton
- Enumeración
- Cromatismo
- Metáfora
- Símil

# . . . y no se lo tragó la tierra: “. . . y no se lo tragó la tierra”

## Tomás Rivera

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- El tiempo y el espacio
- La naturaleza y el ambiente
- Las relaciones familiares
- La espiritualidad y la religión
- La tradición y la ruptura

### COMPARATIVE WORK(S)

- Cosecha Amarga Cosecha Dulce: El programa Bracero 1942–1964, *Trabajo*, [Smithsonian National Museum of American History](#)
- “Abuelitos piscando nopalitos,” Carmen Lomas Garza
- *Lazarillo de Tormes*, Anónimo

### LITERARY TERMS

- La tradición oral
- Ambiente
- Hipérbole
- Verosimilitud
- Regionalismo
- Perspectiva

# . . . y no se lo tragó la tierra:

## “La noche buena”

### Tomás Rivera

#### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- Las sociedades en contacto
- Las divisiones socioeconómicas
- La asimilación y la marginación
- La tradición y la ruptura
- Las relaciones familiares

#### COMPARATIVE WORK(S)

- “Tamalada,” Carmen Lomas Garza
- Cosecha Amarga Cosecha Dulce: El programa Bracero 1942–1964, *Familia y comunidades*, [Smithsonian National Museum of American History](#)
- *La casa de Bernarda Alba*, Federico García Lorca

#### LITERARY TERMS

- La tradición oral
- Ambiente
- Atmósfera
- Hipérbole
- Regionalismo
- Perspectiva
- Sátira

# “Como la vida misma”

## Rosa Montero

### THEMES AND RECOMMENDED ORGANIZING CONCEPTS

- La dualidad del ser
- El individuo y la comunidad
- El tiempo y el espacio
- El individuo en su entorno

### COMPARATIVE WORK(S)

- “La autopista del sur,” Julio Cortázar

### LITERARY TERMS

- Onomatopeya
- Exclamaciones
- Narrador omnisciente



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