



Lit & More

AP Lit Pacing Guide

This document is an overview of my units and lessons for AP® English Lit. Use it as a comparison tool or as a guide if you're using my AP® Lit resources, especially my Full Course bundle or Starter Kit.

An Explanation of Pacing

Most teachers don't stick to a strict unit-by-unit schedule, but rather find that some units or activities overlap or are ongoing. Most of my AP® units are standalone, but several of my activities, such as vocabulary and poetry, tend to be weekly, ongoing activities. Here's what a monthly schedule might look like with a classic, 5-class period schedule. To get all of this done, I'd estimate the class needs to be 45-60 minutes long.

Standard 5-lesson calendar - Unit 3 (Frankenstein)

<ul style="list-style-type: none"> Poetry bell-ringer 8, slide 1 Frankenstein Introduction Quiz Background Info & Themes notes HW: Read Letters 1-4, written reflection 1	<ul style="list-style-type: none"> Poetry bell-ringer 8, slide 2 Notes for Letters 1-4 HW: Read Chapters 1-3	<ul style="list-style-type: none"> Poetry bell-ringer 8, slide 3 Lit term Bell-ringer: Symbol Notes on Chapters 1-3 HW: Journal on bell-ringer, symbol	<ul style="list-style-type: none"> Poetry bell-ringer 8, slide 4 Independent reading day HW: Read Frankenstein Chapters 4-6, written reflection 2	<ul style="list-style-type: none"> Poetry bell-ringer 8, slide 5 Frankenstein notes on Chapters 4-6 HW: Read Frankenstein Chapters 7-10
<ul style="list-style-type: none"> Frankenstein Quiz 1 Poetry bell-ringer 9, slide 1 	<ul style="list-style-type: none"> Poetry bell-ringer 9, slide 2 Notes for Chapters 7-10 HW: Read Chapters 11-12	<ul style="list-style-type: none"> Poetry bell-ringer 9, slide 3 Lit term Bell-ringer: Allegory Notes on Chapters 11-12 HW: Journal on bell-ringer, allegory	<ul style="list-style-type: none"> Poetry bell-ringer 9, slide 4 Independent reading day HW: Read Frankenstein Chapters 13-16	<ul style="list-style-type: none"> Poetry bell-ringer 9, slide 5 Frankenstein notes on Chapters 13-16 HW: Read Frankenstein Chapters 17-19, written reflection 3
<ul style="list-style-type: none"> Poetry bell-ringer 10, slide 1 Notes on Chapters 17-19 HW: Read chapters 20-21	<ul style="list-style-type: none"> Frankenstein Quiz 2 Poetry bell-ringer 10, slide 1 	<ul style="list-style-type: none"> Poetry bell-ringer 10, slide 3 Lit term Bell-ringer: Foils Notes on Chapters 20-21 HW: Journal on bell-ringer, foils	<ul style="list-style-type: none"> Poetry bell-ringer 10, slide 4 Independent reading day HW: Read Frankenstein Chapters 22-23, reflection 4	<ul style="list-style-type: none"> Poetry bell-ringer 10, slide 5 Notes on Chapters 22-23 HW: Read Frankenstein Chapter 24, reflection 5
<ul style="list-style-type: none"> Poetry bell-ringer 11, slides 1-2 Notes on Chapter 24 	<ul style="list-style-type: none"> Q3 Timed Writing (on Frankenstein) 	<ul style="list-style-type: none"> Poetry bell-ringer 11, slides 3-4 Lit term Bell-ringer: Epiphany Final discussion, prep for test or Socratic Seminar HW: Journal on bell-ringer, epiphany	<ul style="list-style-type: none"> Poetry bell-ringer 11, slide 5 Independent reading day 	<ul style="list-style-type: none"> Frankenstein Test or Socratic Seminar

As you can see, in these four weeks I get through the required materials for Frankenstein, while also completing:

- 4 poem studies, done as daily bell-ringer questions
- 4 literary term lessons, done as weekly bell-ringers
- 4 class periods devoted to independent reading time

This also assumes that I had 20 consecutive class periods uninterrupted by assemblies, fire drills, spirit week activities, and other school events that interrupt a "normal" school day.

What this pacing guide does is lay out the materials I complete in a typical unit, but you can see that I am often multitasking. If you purchase the AP® Lit Full Course or Starter Kit, you can use (or not use) these materials however you see fit. Some modifications to the calendar above could be:

- Poetry bell-ringers could all be done at once as a 20 minute poem study, rather than a week-long continuous discussion
- Independent reading times can be added to block schedules to break up long class periods.
- Written reflections could be omitted or students can get an option to skip one for the unit
- Additional work or reading time can be scheduled intermittently
- Certain days of the week could be devoted to starting other units, such as short story analysis or more poem instruction.

The bottom line is, I cannot offer you a pacing guide and expect anyone to suddenly follow it. Each teacher must create his or her own schedule, based on their desired outcomes and materials at hand. What I can offer, however, is an explanation of how I use these materials, and ready-made lessons that you can schedule, rearrange, and use at your own discretion.

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Weeks 1-3

Introduction to AP® Lit

I spend first 2-3 weeks introducing the course to my students. This time includes an overview of the exam, what "AP® Lit writing" looks like, and a quick assessment on any summer work (usually done as a diagnostic Q3 timed writing). I also use this time to teach or assess *How to Read Literature Like a Professor*, depending on if we read it in class or we read it over the summer.

TpT Resources

[AP Lit Syllabus*](#)

[Summer Reading Assessment*](#)

[Introduction to AP Lit](#)

[On-Demand Writing](#)

[How to Read Literature Like a Professor Unit Bundle*](#)

[Why Read Literature Handout*](#)

[Annotation Handout](#)

[AP Lit Essential Skills Handout](#)

*Not included in Starter Kit



Guiding Notes

I've created two first day lessons that you can pick from, "[Literature is a Verb](#)," a lesson that I created in 2020 and a lesson that explains how you can use the AP Lit Skills called "[Interstate, Microscope, and Compass](#)." You can access these free lessons through my website, and the texts for both are reflected below.

Feel free to adapt *How to Read Literature Like a Professor*® to adapt to your students' needs. You do not need to follow and include ALL that is included in the bundle.

Texts

- *How to Read Literature Like a Professor* by Thomas C. Foster
- "what the cicada said to the black boy" by Clint Smith
- *Eleanor Oliphant is Completely Fine* by Gail Honeyman (excerpt)
- "Warning" by Jenny Joseph
- *Barracoon* by Zora Neale Hurston (excerpt)
- "Follower" by Seamus Heaney
- *Pride and Prejudice* by Jane Austen (excerpt)
- "Click, Clack, the Rattlebag" by Neil Gaiman

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Weeks 4-5

AP® Lit Unit 1 – Short Story Boot Camp

This unit exposes students to many excerpts of short stories (and a few novels) to introduce them to the Enduring Understandings of Unit 1 (Short Fiction 1). Each lesson explains the different skills and associated literary elements, then pairs it with a short story for sustained practice.

TpT Resources

[AP Lit Short Story Boot Camp Bundle](#)

[AP Lit Writing Rubric](#)

[AP Lit Skill Task Cards](#)

Guiding Notes

This unit is built of 6 lessons of 45–60 minutes long, each focusing on a specific skill. These skills are:

- Characterization (CHR 1.A)
- Setting (SET 2.A)
- Plot Orders (STR 3.A)
- Plot Events (STR 3.B)
- Narrator (NAR 4.A)
- Point of View (NAR 4.B)

Emphasis is also placed on writing a strong paragraph. The unit assessment is in the form of a timed writing (paragraph only).

Other Resources

[AP Daily Video Notes](#)



Texts

- "Eleven" by Sandra Cisneros
- "A Good Man is Hard to Find" by Flannery O'Connor
- "Girl" by Jamaica Kincaid
- "Everyday Use" by Alice Walker
- "The Moment Before the Gun Went Off" by Nadine Gordimer
- "Charles" by Shirley Jackson
- "Lamb to the Slaughter" by Roald Dahl
- "The Veldt" by Ray Bradbury
- "EPICAC" by Kurt Vonnegut
- "Shooting an Elephant" by George Orwell
- "A Rose for Emily" by William Faulkner
- "I Stand Here Ironing" by Tillie Olsen

Weeks 6-8

AP[®] Lit Unit 2 - Poetry I

This unit introduces AP[®] Lit poetry skills to students, moving from the classic "memorize these poetic elements" strategy to a more thematic application of poetry skills. Like the Short Story Boot Camp, students are introduced to a lot of excerpts and poetic styles to expose them to many voices and forms. The unit also includes essential skills tests for those that want more skill-based assessments or test prep materials.

TpT Resources

[Poetry Pre-Test](#)

[AP Lit Poetry Notes Bundle](#)

[AP Lit Poetry Skills Tests Bundle](#)

["A Noiseless Patient Spider" Poem Study](#)

["Metaphors" Poem Study](#)

["Women" Poem Study](#)

["Musee des Beaux Arts" Poem Study](#)

["To an Athlete Dying Young" Poem Study](#)

["The Black Walnut Tree" Poem Study](#)

Guiding Notes

This unit is built of 4 lessons of 60+ minutes each (I use 2 standard class periods for each), sorted into the following categories:

- Figurative Language
- Sound and Structure
- Tone & Misc. Elements
- Rhyme Scheme and Meter (optional)

Once again, emphasis is placed on writing strong, analytical paragraphs. The unit assessment is in the form of a timed writing (paragraph only).

Focus Poems

- "A Noiseless Patient Spider" by Walt Whitman
- "Metaphors" by Sylvia Plath
- "Women" by Alice Walker
- "Musee des Beaux Arts" by W. H. Auden
- "To an Athlete Dying Young" by A. E. Housman
- "The Black Walnut Tree" by Mary Oliver

Other Resources

[AP Daily Video Notes](#)



Supplementary Poems

- "The Illiterate" by William Meredith
- "The Hound" by Robert Francis
- "She Sweeps With Many Colored Brooms" by Emily Dickinson
- "O Captain! My Captain!" by Walt Whitman
- "Batter My Heart, Three Personed God" by John Donne
- "New England" by Edwin Arlington Robinson
- "Fire and Ice" by Robert Frost
- "APO 96225" by Larry Rottmann
- "We Real Cool" by Gwendolyn Brooks
- "'T is so Much Joy" by Emily Dickinson
- "I Sing the Body Electric" by Walt Whitman
- "The Forge" by Seamus Heaney
- "In Just--" by E. E. Cummings
- "The Widow's Lament in Springtime" by William Carlos Williams
- "Reapers" by Jean Toomer
- "Meeting at Night" by Robert Browning
- "Sonnet 143" by William Shakespeare
- "Getting Through" by Deborah Pope
- "Kubla Khan" by Samuel Taylor Coleridge
- "To the Moon" by Percy Bysshe Shelley

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Weeks 9-11

AP® Lit Unit 3 – *The Metamorphosis* & *The Importance of Being Earnest** ^

I love both of these works and when I have time I teach both. If I don't, I usually select whichever one I think my students will enjoy more. They're both short but you can reach all of the Unit 3 skills with them, especially in writing practice.

TpT Resources

[The Metamorphosis Unit Bundle*](#)

[The Importance of Being Earnest unit bundle*](#)

*Not included in Starter Kit

Guiding Notes

The Metamorphosis unit begins with an exploration of existentialism. You can pull out elements from the Literary Movement bundle (see Unit 7) to help introduce this movement.

The Importance of Being Earnest really only takes 2-3 days to read, but it's fun to read as a group and to pair with the movie. I suggest using it during Homecoming week or any other time when students are distracted or especially busy.

Other Resources

[AP Daily Video Notes](#)

Texts

- *The Metamorphosis* by Franz Kafka
- *The Importance of Being Earnest* by Oscar Wilde



^This unit is interchangeable with any other long work or drama.

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Weeks 12-13

AP® Lit Unit 4 - Prose Analysis

I think this is my favorite unit to teach! I love how it pairs elements of film and other works to dive deeper into prose analysis. If you have the luxury of time, I suggest heading to my website and supplementing with some Skill Spotlight lessons for more prose practice.

TpT Resources

[AP Lit Prose Analysis Bundle](#)

[The AP Lit Prompt and Sample Paragraph](#)

[AP Writing Handout and Bookmark](#)

Guiding Notes

It is during unit 4 that the CED encourages moving from the single paragraph to full essays. If you haven't used the On-Demand Writing resource from before Unit 1 yet, I'd access that plus the other suggested writing resources to help teach these skills.

The unit ends in a timed writing response, as usual, but I also designed a project last year for students to apply these prose elements to other works (both written and in film) to start the practice of identifying them.

Other Resources

[AP Daily Video Notes](#)

[Skill Spotlights from Lit & More](#)

Focus Texts

- *Room* by Emma Donoghue (excerpt)
- "The Sun Also Rises" by Ernest Hemingway (excerpt)
- *The Curious Incident of the Dog in the Night-Time* by Mark Haddon (excerpt)
- *Lit* by Mary Karr (excerpt)

Supplemented Texts

- "Dead Men's Path" by Chinua Achebe (excerpt)
- *All the King's Men* by Robert Penn Warren (excerpt)
- *The Book Thief* by Markus Zusak (excerpt)
- "The Tell-Tale Heart" by Edgar Allan Poe
- *The Reluctant Fundamentalist* by Mohsin Hamid (excerpt)
- *On the Road* by Jack Kerouac (excerpt)
- *The Glass Castle* by Jeannette Walls (excerpt)
- *Fahrenheit 451* by Ray Bradbury (excerpt)
- *Giants in the Earth* by O. E. Rølvaag (excerpt)



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Weeks 15-16

AP® Lit Unit 5 - Poetry II

This short but intensive unit moves from studying excerpts and poems in a survey form to longer, more sustained analysis of poetry. It is comprised of four poems, each paired with graphic organizers to help get students used to thinking like an analytical writer.

TpT Resources

[AP Lit Poetry Unit II](#)

[Line of Reasoning Graphic Organizer](#)

Guiding Notes

This unit could be expanded by adding more poems that you love and pairing them with the emphasized skill of Unit 5.

I also suggest emphasizing line of reasoning around this time by asking students to outline (if not fully write out) essays with a line of reasoning in mind.

Other Resources

[AP Daily Video Notes](#)

Focus Texts

- "Ozymandias" by Percy Bysshe Shelley
- "Out, Out—" by Robert Frost
- "The Colonel" by Carolyn Forché
- "Dover Beach" by Matthew Arnold



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Ongoing & Sustained Practice

Independent Reading, Literary Terms Vocabulary, Literary Terms Bell-Ringers, and Poetry Bell-Ringers

In my first semester I offer weekly vocabulary term quizzes. I also introduce my independent reading program, which I run all year (I do one book per quarter). Finally, I have my poetry bell-ringers, which you could implement daily, weekly, or supplement as needed.

TpT Resources

[AP Lit Literary Terms Quiz](#)

[Unit](#)

[Independent Reading in AP](#)

[Lit*](#)

[Poetry Bell-Ringers for a Full Year](#)

[Literary Term Bell-Ringers](#)

*Not included in Starter Kit

Literary Terms Resources

I've created literary term bell-ringers that you can use as ongoing practice and analysis of the core literary terms from the CED. I recommend using these OR the literary term vocabulary quizzes.

My weekly literary term quizzes test on 100 words in a word bank that never changes. However, they don't know which words to study for each week, so they must continue studying from the same list. This helps move the words into long-term knowledge so they can apply them in their essays in semester 2.

Other Resources

[Teach Living Poets](#)

[Poetry 180: A Poem a Day](#)

[Poem blog posts from Lit & More](#)

Guiding Notes for independent reading

Independent reading can take on many forms, depending on your school schedule and student abilities. I work in 30-45 minutes of independent reading time for my students to complete this assignment. To assess, I give a Q3 timed writing at the end of each quarter.

Guiding Notes for poetry practice

Whether you use the poetry bell-ringers, the additional poem lessons in the full course bundle, or poems that you love, I suggest trying to get your students to read poetry as often as possible. If anything, pair poems with long texts or use them to segue between bigger units, just so they don't forget the poetry analysis skills that they get in units 2, 5, and 8.



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Weeks 19-22

AP® Lit Unit 6 – *Frankenstein**^

For Long Fiction Unit 2, I like to use Mary Shelley's *Frankenstein* for its challenge to students in language and style, while still remaining engaging in plot and themes.

TpT Resources

[Frankenstein Unit Bundle*](#)

*Not included in Starter Kit

Guiding Notes

My *Frankenstein* guided reading notes help guide students through reflective analysis and facilitate discussion.

I suggest taking the resources on Romanticism from Unit 7 to introduce *Frankenstein*. It will make the notes and exercises on the characteristics of Romanticism easier to teach within the *Frankenstein* unit.

Other Resources

[AP Daily Video Notes](#)

Texts

- *Frankenstein* by Mary Shelley



Assessments

- Written reflections
- 2 quizzes
- Creative post-reading response
- AP Lit style multiple choice assessment
- *Frankenstein* unit test

^This unit is interchangeable with any other long work, especially the Gothic Novel *Dr. Jekyll and Mr. Hyde* or *Beloved*.

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Weeks 23-25

AP® Lit Unit 7 – Literary Movements

Each lesson on literary movement takes about 2-3 class periods. This resource allows you to pick and choose as you like, especially to emphasize the voices and literary movements that your students need to read.

TpT Resources

[Literary Movement Short Fiction Bundle](#)

Other Resources

[AP Daily Video Notes](#)



Texts

- "A Very Old Man With Enormous Wings" by Gabriel García Márquez
- "Eveline" by James Joyce
- "There Will Come Soft Rains" by Ray Bradbury
- "The Bet" by Anton Chekhov
- "The Pit and the Pendulum" by Edgar Allan Poe
- *Their Eyes Were Watching God* by Zora Neale Hurston (excerpt)

Supplemented Texts

- *Beloved* by Toni Morrison (excerpt)
- *Like Water for Chocolate* by Laura Esquivel (excerpt)
- "Samsa in Love" by Haruki Murakami (excerpt)
- *The House of Spirits* by Isabel Allende (excerpt)
- "A Room of One's Own" by Virginia Woolf (excerpt)
- *The Wasteland* by T. S. Eliot (excerpt)
- *The Trial* by Franz Kafka (excerpt)
- *As I Lay Dying* by William Faulkner (excerpt)
- *Waiting for Godot* by Samuel Beckett (excerpt)
- *Breakfast of Champions* by Kurt Vonnegut (excerpt)
- *The Handmaid's Tale* by Margaret Atwood (excerpt)
- *American Psycho* by Bret Easton Ellis (excerpt)
- "How Much Land Does a Man Need?" by Leo Tolstoy (excerpt)
- *Life on the Mississippi* by Mark Twain (excerpt)
- *Oliver Twist* by Charles Dickens (excerpt)
- *Pygmalion* by George Bernard Shaw (excerpt)
- "A Vindication on the Rights of Women" by Mary Wollstonecraft (excerpt)
- *The Scarlet Letter* by Nathaniel Hawthorne (excerpt)
- The Journals of Dorothy Wordsworth (excerpt)
- *Frankenstein* by Mary Shelley (excerpt)
- "The Autobiography of an Ex-Colored Man" by James Weldon Johnson

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Weeks 26-28

AP® Lit Unit 8 – Poetry III

This final movement in poetry analysis focuses on complex and metaphysical poems and connecting that the study of poetry to written analysis. Students get lots of practice with graphic organizers and task card analysis in order to prepare them for the exam and get the most out of each poem.

TpT Resources

[Poetry Unit III Bundle](#)

[Approaching Poetry](#)

[Infographic](#)

[Poetry III Graphic Organizer](#)

[Poetry III Task Cards](#)

[AP Lit Essay Prep Graphic Organizer and Lesson](#)

Guiding Notes

This resource devotes a lot of time to breaking down complex poetry and connecting this process to writing. There's some graphic organizers that you can use with any poem, so there's more room to supplement with poems of your own choosing.

Other Resources

[AP Daily Video Notes](#)

Texts

- "A Valediction Forbidding Mourning" by John Donne
- "The Forge" by Seamus Heaney
- "We Real Cool" by Gwendolyn Brooks



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Weeks 29-32

AP[®] Lit Unit 9 – Things Fall Apart*[^] or Fences*[^]

[^]If time permits, I would actually do Things Fall Apart *and* Fences, but I had to move TFA to my World Literature curriculum. All of my long units are interchangeable and the emphasized skills can be edited or modified.

TpT Resources

[Things Fall Apart unit bundle*](#)

[Fences Unit*](#)

*Not included in Starter Kit

Things Fall Apart Guiding Notes

The mini-lessons that make up this unit help students focus on particular AP[®] Lit skills such as narrator, structure, and characterization. You can choose to grade these or just use them to help students get more from the novel.

Fences Unit Design

My Fences unit has very skill-based, so it's the most aligned to the Unit 9 skills. However, pair it with the AP Lit Task Cards and you can make it work for any of the Long Fiction units.

Other Resources

[AP Daily Video Notes](#)

Texts

- *Things Fall Apart* by Chinua Achebe
 - "The Second Coming" by William Butler Yeats
- or
- *Fences* by August Wilson



Assessments

Things Fall Apart (3 week unit)

- 9 Mini-lessons
- Written reflections
- 2 quizzes
- *Things Fall Apart* unit test
- Literary Theory paper

Fences (2 week unit)

- 2 Socratic discussions
- in-class analysis of NAR 4.C
- 2 essays (prose and open essay style)

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Weeks 33-36

AP® Lit Test Prep

My test prep resources can be used as a standalone lessons, however, with the growth of AP® Classroom materials I have started incorporating them earlier in the year with our writing preparation. I now mostly use the few weeks leading up to the exam as time to watch the AP® Daily videos and use AP Classroom assessments to prepare students for the exam.

TpT Resources

[AP Lit Test Prep - Understanding the Unit](#)
[AP Lit Test Prep - Approaching the Essays](#)
[Multiple Choice Strategies for AP Lit](#)

Guiding Notes

Depending on your school calendar, you may have less time before the AP® exam for test prep. If that is the case, I suggest reducing from the Literary Movements unit and moving that information to after the exam. Another option is to save a play for studying after the exam.

Additional Units & Materials

A good teacher has a variety of strategies and materials that they use to adjust to their students. This is why the full course bundle includes more resources that you could possibly use, including multiple long fiction resources.

Use these to supplement or replace based on your students' needs and interests.

[AP Lit Skill Practice Graphic Organizers](#)

[King Lear Unit Bundle*](#)

[Hamlet Unit Bundle](#)

[Beloved Unit Bundle*](#)

*Not included in Starter Kit

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Ongoing & Sustained Practice

Weekly Voice Lessons

These voice lessons help students understand author's tone and writing strategies by replicating them in their own form of creative writing.

TpT Resources

[AP Lit Weekly Voice Lessons](#)

Other Resources

[Tone Words in Categories](#)



Texts

- *The Princess Bride* by William Goldman (excerpt)
- *A Christmas Carol* by Charles Dickens (excerpt)
- *Their Eyes Were Watching God* by Zora Neale Hurston (excerpt)
- *The Odyssey* by Homer (excerpt)
- *Cujo* by Stephen King (excerpt)
- *Beartown* by Fredrik Backman (excerpt)
- *Wild* by Cheryl Strayed (excerpt)
- *The Hitch-hiker's Guide to the Galaxy* by Douglas Adams (excerpt)
- *The Scarlet Letter* by Nathaniel Hawthorne (excerpt)
- *The Old Man and the Sea* by Ernest Hemingway (excerpt)
- *Beloved* by Toni Morrison (excerpt)
- *Into Thin Air* by Jon Krakauer (excerpt)
- *Where the Crawdads Sing* by Delia Owens (excerpt)
- *The Things They Carry* by Tim O'Brien (excerpt)
- *The Book Thief* by Markus Zusak (excerpt)
- *Emma* by Jane Austen (excerpt)
- *There, There* by Tommy Orange (excerpt)
- *Invisible Man* by Ralph Ellison (excerpt)



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Other helpful resources:

[LIT & MORE WEBSITE](#)

My blog houses free lesson plans, strategies, and ongoing discussions on engagement and inclusion in AP[®] Lit and ELA classrooms

[AP LIT[®] FULL COURSE RESOURCE](#)

This best-selling resource offers a full year of short fiction, poetry, prose, and writing lessons to virtually eliminate planning time.

[AP LIT[®] SKILL SPOTLIGHTS](#)

Use these lessons to introduce individual AP[®] Lit skills to your students. Each includes an engaging media clip, sample poetry lesson, and suggested poems for expansion.

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