



# Unit Planner: Love in the Time of Cholera

## A.P. English

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High School > 2018-2019 > Grade 12 > English Language Arts > A.P. English > Week 40

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### Love in the Time of Cholera

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#### Big Ideas / Enduring Understandings

The symbolic relationship between love and cholera

The fear of aging, death and change, the way characters respond to those fears and the power of language/literature to explore and manipulate those themes/fears

Suffering (personal, society, philosophical), personal vs. objective truth, love as loyal, consistent intimacy vs. passionate expression, the rational vs. the irrational, control vs. fate,

How the language of magic realism explores the human condition, is politically subversive, culturally expressive, and unique in perspective (childlike awe and wonder), the relationship between the written word and love

The mechanics of the language of magic realism including use of symbolism, motifs, imagery, fantastical perspectives, extreme attention to detail and other figurative language

The use of dichotomy to explore and deconstruct themes

#### Essential Questions

How does love change as we get older? How does the progression of time change our perspective on love, society, and life? How does class play a role in our concept of self and our perception of relationships? How does magical realism convey themes of love, aging and power? How does the novel equate lovesickness with cholera? Does Florentino Ariza's obsession with Fermina Daza convey his madness or his romanticism? How do birds, water, and flowers symbolize the central themes in the novel?

#### Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

section, chapter, scene, or stanza) relate to each other and the whole.

5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

#### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

#### Responding to Literature

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.

#### Writing

##### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

3f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

##### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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#### Responding to Literature

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

11b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.

#### Speaking & Listening

##### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

##### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

##### Language

5. Demonstrate understanding of word relationships and nuances in word meanings.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

5b. Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content	Skills / Strategies Close Reading Socratic Seminar Sentence Framing and analytical writing Power point Questioning Active listening Literary element focus: symbolism, selection of detail, imagery, metaphor, simile, tone, connotation, motif Timed writing
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#### Key Terms / Vocabulary

Magic Realism  
dichotomy  
juxtapose  
subversive

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

Novel Presentation featuring socratic seminar  
Daily reading quizzes  
Final Essay (timed writing)  
Magic Realism project menu

Love in the Time of Cholera by Gabriel Garcia Marquez

"Like Water for Chocolate" (movie)

*Love in the Time of Cholera – Original Motion Picture Soundtrack*

Music by Antonio Pinto  
Featuring Original Songs by Shakira

Artist: Michael Parkes  
Painting: "The Gold Finch" (2009)  
Oil on Canvas

"Los Amantes" by Marcela Donoso

Artist's Website:  <http://www.marceladonoso.com/>

Poetry:

"I Was My Own Route" by Julia de Burgos

"Your Laughter" by Pablo Neruda

"THE HEART'S ETERNAL VOW"

By Thomas Pynchon  
Published: April 10, 1988  
New York Times

Link: [The Hearts Eternal Vow](#)

**Excerpt:** "...love is strange. As we grow older it gets stranger, until at some point mortality has come well within the frame of our attention, and there we are, suddenly caught between terminal dates while still talking a game of eternity. It's about then that we may begin to regard love songs, romance novels, soap operas and any live teen-age pronouncements at all on the subject of love with an increasingly impatient, not to mention intolerant, ear.

At the same time, where would any of us be without all that romantic infrastructure, without, in fact, just that degree of adolescent, premortal hope? Pretty far out on life's limb, at least. Suppose, then, it were possible, not only to swear love "forever," but actually to follow through on it - to live a long, full and authentic life based on such a vow, to put one's allotted stake of precious time where one's heart is? This is the extraordinary premise of Gabriel Garcia Marquez's new novel "Love in the Time of Cholera," one on which he delivers, and triumphantly..."

**Music:**

## Assessments

[Depth of Knowledge \(DOK\) Levels](#)

## Astor Piazzolla (1921-1992)

Astor Piazzolla was an Argentinian tango composer and renowned bandoneon player. He infused jazz into the traditional tango to create sounds of dissonance and harmony, and to give his contemporary musicians more improvisational freedoms.

**Rationale:** Piazzolla has greatly influenced many musicians and artists to be more experimental, to find freedom in breaking traditions in order to create something new and exciting. The Argentine tango dance involves two people who embrace and intertwine with intense feelings in their movements to the music. It is a beautiful and passionate dance that conveys stories of love, loss, sexuality, and so much more.

Website:  <http://www.piazzolla.org/>

YouTube: [AstorPiazzolla'sOblivion](#)

## Resources



Atlas Version 9.2.1

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