

ENGLISH 11 COLLEGE PREPARATORY

COURSE DESCRIPTION:

English 11 explores American literature in a historical context. It parallels instruction in eleventh grade history. It is organized chronologically or thematically and focuses on American literature from the 17th to the 20th century. Using the literature as a foundation, students work to develop vocabulary, reading, and writing skills. Genres studied include poetry, drama, short stories, essays, speeches, literary criticism, and novels. Students will appreciate the long literary effort to envision the nation's ideals and criticize its shortcomings.

Students will be evaluated with a variety of assessment strategies. Tests, quizzes, in-class and at-home essay writing, oral presentations, panel discussions, peer review, and a major research project using MLA format are essential aspects of the assessment process.

ENGLISH 11 CORE WORKS

Miller, *The Crucible and/or Death of a Salesman*
Hawthorne, *The Scarlet Letter; Tales*
Poe, *Tales*
Twain, *Adventures of Huckleberry Finn*
Revolutionary speeches, rhetoric
American Poetry, selections
Fitzgerald, *The Great Gatsby*
Williams, *Streetcar Named Desire and/or Glass Menagerie*

GRADE 11 ESSENTIAL WRITING OUTCOMES (GOAL = 2 PER MARKING PERIOD):

Focused writing instruction and practice is essential to the English classroom. Students will write in different forms and for a variety of purposes. Students will write in-class timed compositions as well as longer, formal compositions. Formal student writing must conform to MLA guidelines for format, style, citation, and documentation. Formal out-of class and in-class writing will include:

- Persuasive Writing
- Expository Writing
- Literary Analysis
- Personal Narrative
- Formal Literary Research Paper focusing on more sophisticated literary analysis drawing upon multiple sources with emphasis on refinement of style and use of embedded quotations (6-7 pages)

Revised 2011

UNIT I: The Puritan Influence

CORE TEXTS:

- *The Crucible*
- *The Scarlet Letter*

ESSENTIAL QUESTIONS:

- How did the Puritans influence the American Dream?
- What are the consequences of living in a theocracy?

OBJECTIVES: STUDENTS WILL BE ABLE TO:

- Analyze literary text.
- Draw conclusions about theme of a work.
- Discuss the idea of the American Dream and the individual vs. community.
- Understand positive and negative aspects of the Puritan experiment.
- Recognize author's purposes and intentions.
- Evaluate writer's message in relation to historical, social, cultural context.
- Read critically.
- Exercise art of coherent, analytical writing.
- Demonstrate vocabulary development by incorporating new vocabulary in writing and speech.
- Demonstrate solid command of grammar, usage, mechanics in written work.
- Identify emerging themes in early American literature.
- Explain the First Great Awakening and how it affected religious belief in Colonial America.
- Identify and explain elements of Puritan literature.
- Compare and contrast the experiences of America's earliest settlers, as revealed through the reading material .
- Explain the role of religion in early American life.

TOPIC CONTENT SKILLS:

Reading Literature: RL.11-12.1-10

Reading Informational Text: RI.11-12.1-6, 10

Writing: W.11-12.1-10

Speaking and Listening: SP.11-12.1-6

Language: L.11-12.1-6

ASSESSMENT:

- Teacher generated reading quizzes, discussion questions, tests, document analysis, in-class essays, formal essays, journal entries, projects, presentations.

Sample Assessment and Activities:

Discussion:

Questions and discussion on Bradford, *Crucible*, *Scarlet Letter*, reading quizzes; citing passages to support analysis

Discussion:

Questions and discussion on Miller's essays, historical documents on Salem Witch Trials and McCarthyism

Presentation:

Group project/ Power Point presentations relating *Crucible* to McCarthyism

Literary Analysis, Expository Composition

Essays on Puritanism, *Scarlet Letter*; Puritanism as represented through different views of Bradford, Miller, Hawthorne; character studies

RESOURCES AND ADDITIONAL TEXTS:

- *Of Plymouth Plantation*
- *The Hammer of Witches*
- *New England Primer*
- *Hawthorne Tales*
- "An Hymn to the Evening" (Phillis Wheatley) (EA)
- "To His Excellency General Washington" (Phillis Wheatley) (EA)
- "On Being Brought from Africa to America" (Phillis Wheatley) (E)
- "To My Dear and Loving Husband" (Anne Bradstreet)

- “Upon the Burning of Our House” (Anne Bradstreet)
- “Upon a Spider Catching a Fly” (Edward Taylor)
- *An Almanack for the Year of Our Lord 1648* (Samuel Danforth) (selections)
- *Of Plymouth Plantation* (William Bradford) (selections)
- Reuben, Paul P. “Chapter 1:Early American Literature to 1700” *PAL:Perspectives in American Literature – Research and Reference Guide*
- <http://www.csustan.edu/english>
- “McCarthyism”, www.spartacus.schoolnet.co.uk
- <http://historymatters.gmu.edu/>
- Navasky, “Naming Names”, <http://writing.upenn.edu>
- Miller, “Are You Now Or Were You Ever?”, <http://writing.upenn.edu>
- Hoffer, *The Salem Witchcraft Trials: A Legal History* (Kansas, 1997)
- Documents of Colonial North America: <http://www.fordham.edu/halsall/mod/modsbook07.asp>
- Primary Source Documents Pertaining to Early American History: <http://www.constitution.org/primarysources/primarysources.html>

INSTRUCTIONAL METHOD

- Lecture, partner work, whole-class discussion, individual presentation, and oral readings.

TECH INFUSION

- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

COMMON CORE STATE STANDARDS

ETHICAL DECISION MAKING/CHARACTER EDUCATION:

- Students will examine issues of religious and political persecution and the importance of tolerance, individual freedom, and democracy.

21ST CENTURY SKILLS

- Creativity/Critical Thinking: Analysis, written expression on Puritanism as represented through different views of Bradford, Miller, Hawthorne.
 - Communication/Collaboration: Group project relating *Crucible* to McCarthyism
 - Information/Media Literacy: Internet research, use of historical documents, viewing of *Crucible*, *Good Night and Good Luck*
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UNIT TWO: Revolution and Rhetoric

CORE TEXTS:

- Colonial Literature

ESSENTIAL QUESTIONS:

- How do rhetorical techniques help to build a persuasive argument?
- What linguistic devices add to a powerful speech?

OBJECTIVES: STUDENTS WILL BE ABLE TO:

- Identify basic rhetorical elements: logos, pathos, ethos.
- Identify use of figurative language/ linguistic devices in creation of persuasive speech.
- Analyze literary/historical documents.
- Collaborate and present.

TOPIC CONTENT SKILLS:

- Reading Literature: RL.11-12.1-10
- Reading Informational Text: RI.11-12.1-6, 10
- Writing: W.11-12.1-10
- Speaking and Listening: SP.11-12.1-6
- Language: L.11-12.1-6

ASSESSMENT:

- Teacher generated reading quizzes, discussion questions, tests, document analysis, in-class essays, formal essays, journal entries, projects, presentations.

Sample Assessment and Activities:

Discussion/Composition

Analysis and discussion on Paine, “The Crisis, Number 1”; Webster, “In Reply to Hayne”; Henry, “Address to the Virginia Convention” citing passages

Composition

Imagine that you are an early American colonist. Write a letter to a family member or friend persuading him or her to join your fight for American independence. Use at least three pieces of textual evidence to support an original thesis statement.

Presentation

Create a class presentation or compose an essay identify and analyzing the rhetorical strategies used in key texts (Paine, Henry, Edwards...)

Presentation

Create a class presentation, graphic display, or multi-media resource that explains and illustrates the power of basic rhetorical techniques: pathos, logos, ethos; definitions, diagrams

Expository/Analytical Composition/Oral Presentation

Analyze passages from speeches with explanations of rhetorical techniques

Persuasive Writing/Speaking

Create persuasive outcomes (essays, speeches, posters, presentations) related to current political, social, community, school-wide issues.

RESOURCES AND RECOMMENDED TEXTS:

- “Crisis, Number One.” Thomas Paine
- “Address to the Virginia Convention” Patrick Henry
- “In Reply to Hayne.” Danial Webster
- “Sinners in the Hands of an Angry God” Jonathan Edwards (rhetoric)
- Documents of Colonial North America: <http://www.fordham.edu/halsall/mod/modsbook07.asp>
- Primary Source Documents Pertaining to Early American History:
<http://www.constitution.org/primarysources/primarysources.html>

INSTRUCTIONAL METHOD:

- Lecture, discussion, individual and group work

TECH INFUSION

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COMMON CORE STATE STANDARDS**ETHICAL DECISION MAKING/CHARACTER EDUCATION:**

- Students will examine issues of tyranny, oppression, the argument over preservation of the Union, and the power of individual argument.

21ST CENTURY SKILLS:

- Creativity/Critical Thinking: Analysis of rhetoric and historical/political argument
 - Communication/Collaboration: Group project finding and presenting rhetorical/linguistic devices in speeches.
 - Information Literacy: Use of historical documents as literature
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UNIT THREE: American Renaissance: Romanticism, Poe, Melville

CORE TEXT(S):

- Edgar Allan Poe, Selected Tales

ESSENTIAL QUESTIONS:

- What is the relationship between the individual and society?
- What is the relationship between the individual and nature?
- What is the value of balance in the individual and society?
- What are the dangers of industrialism?
- What are the values and dangers of nonconformity?
- What are the essential elements of gothic literature?

OBJECTIVES: STUDENTS WILL BE ABLE TO:

- Read critically, ask pertinent questions about what they read, evaluate ideas
- Understand ideas of American Romanticism and identify them in various works
- Analyze material in written form
- Recognize main ideas and author's purposes and intentions
- Recognize literary devices and strategies
- Evaluate writer's message in relation to historical, social, cultural context
- Write logically and coherently
- Incorporate new vocabulary in writing and discussion

TOPIC CONTENT SKILLS:

- Reading Literature: RL.11-12.1-10
- Reading Informational Text: RI.11-12.1-6, 10
- Writing: W.11-12.1-10
- Speaking and Listening: SP.11-12.1-6
- Language: L.11-12.1-6

ASSESSMENT:

- Teacher generated reading quizzes, discussion questions, tests, document analysis, in-class essays, formal essays, journal entries, projects, presentations.

Sample Assessment and Activities:

Analysis of Bryant's "Thanatopsis", Emerson's "Nature", Thoreau's "Walden", Poe's "House of Usher", Melville's "Bartleby" citing passages

Essay: Select a short story and explain why you think it is a good example of American romanticism. Use at least three pieces of textual evidence to support an original thesis statement.

Analysis and discussion of Thoreau's "Slavery in Massachusetts"

Essay on Romantic elements in "Thanatopsis"; Identifying and explaining passages in Emerson and Thoreau; Essay on "dark romanticism" in Poe; questions on "Bartleby"

Oral presentations on Romantic elements and ideas in the works of Emerson and Thoreau

Essay: Identify current social issues related to Romantic ideas and compare and contrast our approach/opinions to those of the Romantics (industrialism, inequality, labor relationships...)

RESOURCES ADDITIONAL AND TEXTS:

- Bryant, "Thanatopsis"
- Emerson, "Nature"
- Thoreau, *Walden*, "Slavery in Massachusetts"
- Melville, "Bartleby"
- "As for Empathy, the Haves Have Not", *NYT* (12/30/10) <http://www.nytimes.com/2011/01/02/fashion/02studied.html>
- Gura, *American Transcendentalism* (Hill and Wang, 2007)
- McCall, *The Silence of Bartleby* (Cornell, 1989)
- "The American Renaissance and Transcendentalism." <http://www.pbs.org/wnet/ihas/icon/transcend.html>

- “The Fall of the House of Usher” (Edgar Allan Poe)
- “The Legend of Sleepy Hollow” (Washington Irving)
- “Rip Van Winkle” (Washington Irving)
- “Rappaccini’s Daughter” (Nathaniel Hawthorne)
- “The Minister’s Black Veil” (Nathaniel Hawthorne)
- “Young Goodman Brown” (Nathaniel Hawthorne)
- “Billy Budd” (Herman Melville)
- “The Piazza” (Herman Melville)

INSTRUCTIONAL METHOD:

- Lecture, discussion, individual and group work

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COMMON CORE STATE STANDARDS

ETHICAL DECISION MAKING /CHARACTER EDUCATION:

- Students will examine issues of slavery, oppression, environmental protection and individual conscience. They will think and write on the idea of balance in the individual and society.

21ST CENTURY SKILLS

- Creativity/Critical Thinking: Analysis, written expression on range of Romantic ideas from Bryant to Poe
 - Communication/Collaboration: Group project identifying Romantic ideas in Emerson and Thoreau.
 - Media Literacy: Read and understand current articles that show social issues Romantics were concerned with still exist, ex. industrialism and inequality.
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UNIT FOUR: The Adventures of Huckleberry Finn

CORE TEXT:

The Adventures of Huckleberry Finn, Mark Twain

ESSENTIAL QUESTIONS:

- What were the dynamics of racism in 19th century America?
- How are the issues relevant today?
- How does an individual navigate a corrupt or unjust society?
- How can an individual break the chains of prejudice?
- Is there a controversy in teaching this novel?
- What role should censorship play in regards to this novel?

OBJECTIVES: STUDENTS WILL BE ABLE TO:

- Read a literary text analytically.
- Draw conclusions about the theme of a work.
- Understand the historical context of Twain's times and the impact of slavery and racism on human lives.
- Understand main ideas and author's intentions.
- Write logically and coherently.
- Use specific examples from text to support argument.

- Demonstrate sensitivity to and understanding of controversy associated with novel (ex. Twain’s use of racist language and attempts to censor text.)
- Value literature as imaginative representation of truth.

TOPIC CONTENT SKILLS:

Reading Literature: RL.11-12.1-10

Reading Informational Text: RI.11-12.1-6, 10

Writing: W.11-12.1-10

Speaking and Listening: SP.11-12.1-6

Language: L.11-12.1-6

ASSESSMENT:

- Teacher generated reading quizzes, discussion questions, tests, document analysis, in-class essays, formal essays, journal entries, projects, presentations.

Sample Assessment and Activities:

Essay/Presentation:

“Does Huckleberry Finn embody the values inherent in the American Dream?” Write an essay in which you use at least three pieces of evidence to support an original thesis statement. (RL.11-12.9, SL.11-12.1, W.11-12.9)

Essay/Presentation:

How does Twain address the issue of slavery in *The Adventures of Huckleberry Finn*. Use at least three pieces of textual evidence to support an original thesis statement. (RL.11-12.6, W.11-12.2, W.11-12.9)

Oral / Multi-Media Presentation

Create a multimedia presentation that summarizes one of the novels you’ve read and present questions that you think the novel raises about its uniquely American themes. (RL.11-12.1, W.11-12.6, SL.11-12.5)

Literary Analysis

of Twain’s “Adventures of Huckleberry Finn”;
citing passages

Discussion/Presentation

Questions, discussion, and presentation on *New York Times* series, “Room for Debate: Does One Word Change ‘Huckleberry Finn’?”; slave narratives

Composition/Reading Log

Compose a reading log using specific text from assigned chapters showing changing relationship of Huck and Jim as they travel the river; River and Shore comparison.

Critical Reading

Reading questions; Identify/explain passages on “Wilderness v. Civilization” theme; Essay on Huck’s transformation in the novel

Oral Presentation

Oral presentations on excerpts from *NYT* series on censorship/ racism issues in novel.

ADDITIONAL TEXTS AND RESOURCES:

- Streaming Audio of *The Adventures of Huckleberry Finn*: <http://www.loudlit.org/works/hfinn.htm>
- “Critical Ways of Seeing Huck Finn in Context.” <http://edsitement.neh.gov/lesson-plan/critical-ways-seeing-adventures-huckleberry-finn-context>
- “After the Revolution: Free African-Americans in the North.” <http://edsitement.neh.gov/lesson-plan/after-american-revolution-free-african-americans-north>
- “Africans in America, Part IV.” <http://www.pbs.org/wgbh/aia/part4/title.html>
- New York Times, Room for Debate: <http://www.nytimes.com/roomfordebate/2011/01/05/does-one-word-change-huckleberry-finn/huckleberry-finn-offers-a-teacheable-moment>
- *Mark Twain* by Ken Burns, video documentary
- *Mark Twain, His Amazing Adventure*, Biography documentary

INSTRUCTIONAL METHOD:

- Lecture, discussion, individual and group work

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COMMON CORE STATE STANDARDS

ETHICAL DECISION MAKING/CHARACTER EDUCATION:

- Students will examine issues of prejudice, racism, individual conscience, corruption, and injustice in society. They will relate the problems of Twain's society to ongoing problems in today's world. They will study the ongoing controversy involving censorship of the text and the sensitive presentation of the book's language and themes.

21ST CENTURY SKILLS

- Creativity/Critical Thinking: Analysis of character's change and development over the course of a text. Understanding social criticism and historical/current dilemma of racism and prejudice.
 - Communication/Collaboration: Group analysis and presentation of various viewpoints on censorship of text.
 - Media Literacy: Use of *NYT* editorials and debate series on novel and censorship. Viewing of *60 Minutes* piece on censorship issue. Viewing/comparison of film adaptations and text. Viewing of excerpt from Ken Burns Twain documentary to expand understanding of life and times.
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UNIT FIVE: Romanticism vs. Naturalism

The key text for this unit, *Ethan Frome*, is an Core Text for Honors English 11. At the College Preparatory level, this unit which is a more focused study might be woven into another unit. For example, it might be addressed as an element of the study of Romanticism (Unit 3).

ESSENTIAL QUESTIONS:

- What are the main concepts of these two philosophies/schools of literature?
- How does the understanding of these concepts help form responses to literature?
- How does the tension between these concepts help to form character and plot in poems and novels?

OBJECTIVES: STUDENTS WILL BE ABLE TO:

- Read a literary text analytically.
- Draw conclusions about the theme of a work.
- Understand the historical context/main ideas behind romanticism and naturalism
- Understand main ideas and author's intentions.
- Write logically and coherently.
- Use specific examples from text to support argument.
- Demonstrate competent readings of poetry.

TOPIC CONTENT SKILLS:

- Reading Literature: RL.11-12.1-10
- Reading Informational Text: RI.11-12.1-6, 10
- Writing: W.11-12.1-10
- Speaking and Listening: SP.11-12.1-6
- Language: L.11-12.1-6

ASSESSMENT:

- Teacher generated reading quizzes, discussion questions, tests, document analysis, in-class essays, formal essays, journal entries, projects, presentations.

Sample Assessment and Activities:

Essay/Presentation

Analysis of Wharton's "Ethan Frome" and Frost's "Mending Wall" as Romanticism/Naturalism citing passages

Essay/Presentation

Analysis of reading/viewing of websites on Wharton's life, times, homes, etc.; Articles/sites on Wharton's life, times, homes, etc.; Articles/sites on Triangle fire – events to set historical context

Literary Analysis

Compose an essay on possibilities and limitations in selected chapters of "Ethan Frome"

Literary Analysis

Compose an essay on tension between romanticism and naturalism in Frost's poetry

Oral presentation:

Dramatic reading with accompanying analysis of poetry

Literary Analysis

Oral/Written explication of poem.

RESOURCES AND SUGGESTED TEXTS:

- Wharton, *Ethan Frome*
- "Personal or Social Tragedy: A Close Reading of Edith Wharton's *Ethan Frome*." <http://edsitement.neh.gov/lesson-plan/personal-or-social-tragedy-close-reading-edith-whartons-ethan-frome>
- Frost, "Mending Wall"
- "Naturalism in American Literature", www.wsu.edu

INSTRUCTIONAL METHOD:

- Lecture, discussion, individual and group work

TECH INFUSION

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COMMON CORE STATE STANDARDS

ETHICAL DECISION MAKING/CHARACTER EDUCATION:

- Students will examine issues of economic inequality, the limits and pressures on individual decision making, the importance of a balanced philosophy, and the appreciation of multiple perspectives.

21ST CENTURY SKILLS

- Creativity/Critical Thinking: Understand practical application of abstract schools of thought. Write on how this tension can work to create plot, character, argument in fiction and poetry.
 - Media Literacy: Use of articles and websites to understand historical context; viewing of *Ethan Frome*
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UNIT SIX: The 20th Century and the American Dream

Core Texts:

- Miller, “Death of a Salesman”
- Fitzgerald, “The Great Gatsby”
- Williams, “Streetcar Names Desire” or “Glass Menagerie”

ESSENTIAL QUESTIONS:

What is the American Dream?

How does this conception change with time and context?

What forces threaten to corrupt the American Dream?

What defines success in society?

What are the dangers of a purely materialistic definition of success?

OBJECTIVES: STUDENTS WILL BE ABLE TO:

- Read critically and analyze literary texts.
- Understand concepts of the American Dream in a modern context.
- Recognize main idea, purpose and intention of the author.
- Evaluate validity of author’s message in relation to the historical, social, cultural context of a work.
- Support assertions, in both discussion and writing, with specific reference to the text.
- Analyze the place and contributions of the Harlem Renaissance in American culture.

TOPIC CONTENT SKILLS:

Reading Literature: RL.11-12.1-10

Reading Informational Text: RI.11-12.1-6, 10

Writing: W.11-12.1-10

Speaking and Listening: SP.11-12.1-6

Language: L.11-12.1-6

ASSESSMENT:

- Teacher generated reading quizzes, discussion questions, tests, document analysis, in-class essays, formal essays, journal entries, projects, presentations.

Sample Assessment and Activities:

Collaborate:

Reflect on class discussions/questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)

Presentation/Debate/Essay:

Agree or disagree with the following statement: “Prufrock and Gatsby have similar characters.” Use at least three pieces of textual evidence to support an original thesis. (RL.11-12.1, RL.11-12.5, SL.11-12.4, W.11-12.9a)

Multimedia Presentation:

Make a formal multimedia presentation in which you define and discuss “The Lost Generation” in American literary history. Cite at least three sources. (RL.11-12.9, W.11-12.6, SL.11-12.5)

Oral Presentation:

Discuss what you think Learned Hand meant when he said of Americans, “For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land.” Cite examples from works read in this unit and describe how the characters exhibit this quality. (RL.11-12.9, SL.11-2.4, L.11-12.5)

Literary Analysis

Formal analysis of Fitzgerald’s “The Great Gatsby”, Malamud’s “The Natural”, and Miller’s “Death of a Salesman”; citing passages

Compare/Contrast

Comparison of literature and non-fiction articles, op-ed pieces on “American Dream”

Literary Analysis

Analyze passages regarding possibility and limitation theme in section one of “Natural”;

Essay/Oral/Multi-Media Presentation

Analyze the tension between the American Dream and Delusion focusing on one major character in Act II of “Salesman”;

Comparative Analysis

Essay linking works under “Dream” theme

Panel Discussion/Formal Presentation

Comparative analysis of all works comparing themes, characters, symbols

RESOURCES AND ADDITIONAL TEXTS:
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- Hansberry, Raisin in the Sun
- Malamud, “The Natural”
- “F. Scott Fitzgerald and the American Dream”, www.pbs.org/kteh/amstorytellers/
- Cullen, *The American Dream* (Oxford, 2003)
- Selected Poems
 - “Tableau” (Countee Cullen) (EA)
 - “Yet Do I Marvel” (Countee Cullen) (E)
 - “Richard Cory” (E.A. Robinson)
 - “The House on the Hill” (E.A. Robinson)
 - “The Negro Speaks of Rivers” (Langston Hughes) (EA)
 - “Mother to Son” (Langston Hughes) (EA)
 - “Harlem” (Langston Hughes) (EA)
 - “The Death of the Hired Man” (Robert Frost) (EA)
 - “Birches” (Robert Frost) (EA)
 - “The Road Not Taken” (Robert Frost) (E)
 - “The Love Song of J. Alfred Prufrock” (T.S. Eliot) (E)
 - “Poetry” (Marianne Moore)

- *The Pisan Cantos* (Ezra Pound) (selections)
- “Domination of Black” (Wallace Stevens)
- “A High-Toned Old Christian Woman” (Wallace Stevens)
- “Conscientious Objector” (Edna St Vincent Millay) (EA)
- “In the Dordogne” (John Peale Bishop)
- “Grass” (Carl Sandburg) (EA)
- “The Silent Slain” (Archibald MacLeish)

INSTRUCTIONAL METHOD:

- Lecture, discussion, individual and group work

TECH INFUSION

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COMMON CORE STATE STANDARDS

ETHICAL DECISION MAKING/CHARACTER EDUCATION:

- Students will explore ways “American Dream” idea can be corrupted through money, individual delusion. Students will debate society’s priorities through events and characters of literary works.

21ST CENTURY SKILLS

- Creativity/Critical Thinking: Written and oral investigation of idea of “American Dream” and ways in which the ideal can be corrupted.

- Communication/Collaboration: Working in groups to identify passages in text that help in illuminating theme.
 - Media Literacy: Use of various sources, essays, editorials showing continued relevance of theme. Viewing of film versions of works and analysis of differences between literature and film adaptation, especially in “Natural”.
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The following do not represent additional, discrete units. Rather, they identify and address skills which are infused throughout the curriculum. By noting them here, the intent is simply to add emphasis to the importance of these skills as essential elements of Language Arts.

WRITING SKILLS, GRAMMAR AND VOCABULARY

ESSENTIAL QUESTIONS:

- What are the types of writing and how does the writing process facilitate coherent final products? How dose one write a college level research paper that is technically correct?
- What methods are used for gathering research and incorporating appropriate information into the research paper?

OBJECTIVES: STUDENTS WILL BE ABLE TO:

- Write for real audiences and purposes, such as job applications, business letters, and college application;
- Write a literary research paper which includes synthesizing and citing data;
- Have a personal commitment to their writing through journal writing and composing essays related to their own lives;

- Write poems, short stories, and a variety of essays;
- Develop a variety of essays including persuasive, expository, creative, and Informative;
- Develop a clear topic sentence which is supported by a series of facts presented in paragraph form;
- Aim for clarity, and correctness in their writing;
- Develop a topic sentence which will lead to one idea developed in one paragraph;
- Define transitional words and phrases and be able to use them effectively to bring unity to an essay;
- Use basic grammar skills appropriate for 10th Grade throughout every writing assignment;
- Identify parts of speech, phrases, clauses, and simple and compound sentences;
- Understand the writing process from initial prewriting skills, drafts, evaluating the draft, proofing and rewriting, and writing the final paper;
- Use the format of the Modern Language Association for all written assignments;
- Meet at least once a marking period with the teacher for a scheduled, writing conference;
- Identify and define new vocabulary words throughout the year keeping a journal of words and definitions generated from reading or a specific vocabulary book.
- Using the Media Center and the internet for gathering information
- Writing note cards which function as guides for supporting arguments.

LISTENING AND SPEAKING

ESSENTIAL QUESTION:

What are the elements of successful oral communication?

OBJECTIVES: STUDENTS WILL BE ABLE TO:

- Identify the elements of debate;
- Prepare for and participate in structured debates, panel discussions, and/or an extemporaneous speech;
- Demonstrate interview skills in real-life situations such as a college interview;
- Evaluate the credibility of the speaker;
- Participate in discussions;
- Listen to and respond to each other; Role play; Formulate and ask questions;

- Present research.
- Demonstrate a comprehension and appreciation of, and appropriate listener response to, ideas in a persuasive speech, oral interpretation of a literary selection, interviews in a variety of real life situations, and educational and scientific presentations.
- Evaluate the credibility of the speaker.

ASSESSMENT:

In class oral presentation; panel discussions, class debates.

RESOURCES:

Various readings, videos, recordings throughout study during the year.

INSTRUCTIONAL METHOD:

Lecture. Oral readings. Class discussion.

DISCRIMINATORY VIEWING SKILLS**ESSENTIAL QUESTIONS:**

What is the advantage to learning discriminatory viewing skills? How will this assist students in viewing film and print media for bias?

OBJECTIVES: STUDENTS WILL BE ABLE TO:

- Access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- Understand that messages are representations of social reality and vary by historic time periods and parts of the world
- Identify and evaluate how a media product expresses the values of the culture that produce
- Identify and select media forms appropriate for the viewer's purpose
- Analyze media for stereotyping (e.g., gender, ethnicity)

ASSESSMENT:

Analysis of in class viewing of film, video, and print media, news footage, documentaries, or fiction.

SUGGESTED RESOURCES (VIDEOS/FILMS)

- “The Crucible”
 - “An Occurrence at Owl Creek Bridge”
 - “Great Books The Scarlet Letter”
 - “Mark Twain” – a film directed by Ken Burns
 - “The Cask of Amontillado” – Classic Literary Stories, Vol. 2
 - “The Great Gatsby”
 - “F. Scott Fitzgerald” A&E Biography
 - “The Salem Witch Trials” A&E Biography
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SELECTED EXAMPLES OF TYPES OF DIFFERENTIATED LEARNING ACTIVITIES:

- Research the music and dance of the time period of a selected work and present the information to the class. It may be live or videotaped. (Spirituals, R&B, Jazz are all credited to American influence.)
- Thespians, poets, and musicians- come out of hiding-present your talent, live, in front of the class. Your screenplay, poem, or score must relate to a studied work.
- Set up a debate or mock trial. You must use characters taken from the studied literature. (The Crucible and The Scarlet Letter)
- Research specific topics, such as the Salem Witch Trials and actual slave narratives and compare it to the historical fictions read in class.
- Using another media of their choice such as art, dance, 3-dimensional art work, movie making, slide shows, etc. students will

devise, plan, and create a presentation for the class based upon a particular unit. For example, after reading *The Adventures of Huckleberry Finn*, the creation can explain and detail the journey down the river.

- One or more students may create a board game related to a specific reading or period from the course. (You may use the short readings from Puritan Era literature)
- Create a slide show with various images suggesting key moments in a work studied. The creator would ask his or her classmates to suggest the specific reference point from the work discussed.
- Research the topic of banned books and explain why many we have read in class have been censored at one time or another. Be sure to include the connotation and denotation of language and how a changing society shapes the view and opinions of the individual.
- Computer buffs-program a game, use flash, or present a powerful PPT to the class showcasing your skills and knowledge.
- Student suggestions are encouraged.