

HONORS ENGLISH 11 (American Studies)

COURSE DESCRIPTION:

Honors English 11, a writing and reading intensive program, focuses on American literature from the 17th Century through contemporary 21st Century writers. All genres of writing will be studied: poetry, drama, short fiction, essays, non-fiction works, literary criticism, and novels. Students will recognize the variety of ways language shapes meaning and creates imaginative experiences for the reader. They should begin to see that a great writer's chief concerns are with the resources and limitations inherent in language, and, in meanings on a variety of levels. While studying a work for its own meaning, students will learn to recognize literary relationships arising from a literary, historical, or social heritage shared with many of the British writers studied last year. Students should learn to enjoy literature as a richly rewarding experience separate from the many forms of multi-media information they are faced with each day. In other words, the reading of literature should be an enriching experience as well as an instructional tool.

As the course is intended to prepare students for college, an emphasis is placed on the study of effective composition and expository writing, enrichment of style of sentence patterns, vocabulary, as well as viewing, listening and speaking skills that indicate both concrete and abstract levels of thinking. Through the literature and classroom structure, students will practice higher order thinking and writing skills. 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, classroom organization, and a major literary project using MLA format are essential aspects of the assessment process.

HONORS 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*
 Wharton, *Ethan Frome*

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 (7-9 pages)

Revised 2011

UNIT I: Understanding Cultural Conflict – *The Tempest*, and *The American Experience*

KEY TEXTS:

- *The Tempest*, Shakespeare

ESSENTIAL QUESTIONS:

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| <ul style="list-style-type: none"> • What happens when cultures collide? • What is the ethical and cultural significance of European expansion into North America? • How does the Elizabethan mind view the “natives” of the “New World?” • What role does magic play on the Elizabethan stage? • How does the Elizabethan language and poetry translate into a rich text for the 21st Century student? • How do allusions, puns, rhetorical devices enliven the text? |
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OBJECTIVES: STUDENTS WILL BE ABLE TO

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| <ul style="list-style-type: none"> • Recognize and explain figurative language, especially the use of metaphors, allusions, symbolism, and puns. • Analyze the treatment of Caliban by Prospero and Miranda. • Recognize the differences in the behavior and language of the members of the court vs. the common man as exemplified through Trinculo and Stephano. • Read an Elizabethan play with an understanding of form and content. The poetry develops plot. |
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- Recognize theatrical displays and how a director uses the stage to bring to life an author’s words.
- Recognize the cultural differences between Caliban, Ariel and the “conquerors,” Prospero and Miranda.
- Understand the key soliloquies within the text. Specifically, Gonzalo’s speech on the order of the “commonwealth.” (Act II, scene 1.)
 - Realize the relationship between peers in a culture, i.e. Montaigne’s essay on “The Commonwealth.”
- Describe how language contributes both literally and figuratively to the meaning of the work.
- Appreciate Shakespeare’s imaginative representation of the “New World,” and how magic plays an important role in Elizabethan society.
- Analyze content and literary devices of art and literature
- Identify key Biblical and mythological allusions and explain why Shakespeare uses them to enrich the play.
- Apply the process, in writing and speech, by which a generalization may be made only when it is supported by specifics.
- Exercise the art of writing logically and coherently.
- Demonstrate an understanding of how the language has changed over the past 400 plus years.
- Demonstrate a solid command of grammar, mechanics, and usage in all written work.
- Appreciate the suffering of the natives in the New World when faced with an all-powerful force.
- Analyze Shakespeare’s view of good and evil – as seen with “commoners” as well as “aristocrats.”
- Recognize what it means to be an American and view clearly the role he or she plays in the culture.
- Analyze how the United States is changing culturally, ethically, and economically.

TOPIC/CONTENT SKILLS:

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| <ul style="list-style-type: none"> • <u>Reading Literature</u>: RL.11-12.1-10 • <u>Reading Informational Text</u>: RI.11-12.1-6, 10 • <u>Writing</u>: W.11-12.1-10 • <u>Speaking and Listening</u>: SP.11-12.1-6 • <u>Language</u>: L.11-12.1-6 |
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ASSESSMENT:

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| <ul style="list-style-type: none"> • Teacher generated reading quizzes, discussion questions, tests, document analysis, in-class essays, formal essays, journal entries, projects, presentations. |
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Sample Assessments and Key topics:

Expository Writing/Oral/Multi-Media presentation

Provide Context for Shakespeare's writing through a study of his theater, Renaissance English society, and the Renaissance world view

Comparative Analysis

Cultural clashes: The Native American vs. The European

Literary Analysis:

Allusions, puns, blank verse, metaphors, language, symbols, character conflicts

What is an American? Who are the Calibans? Who are the Prosperos?

RESOURCES AND ADDITIONAL TEXTS

- "The Commonwealth," Montaigne
- A Comparison of *The Tempest*, Florio's 1603 translation of Michel D' Montaigne's "On Cannibals"; Montaigne's 1580 Original in French; and Montaigne's source, Peter Martyr's *De Orbe Novo* (1511):
<http://www.shakespearefellowship.org/virtualclassroom/tempest/montaignecompared.htm>

INSTRUCTIONAL METHOD

- Lecture, partner work, whole-class discussion, individual presentation, use of visual arts

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:

- Evil in the modern world. What is the nature of evil? Jealousy? Cultural Domination? Students will need to understand whether Caliban is viewed as an evil creature, one whose innate nature is evil with no chance of changing. Are there evil forces in the world today, and if so, how does a society recognize and defeat them?

21ST CENTURY SKILLS:

- Information Literacy: As *The Tempest* is 400 plus years old, how does it speak to the 21st Century student? Is it a valid work worth reading? Do the characters represent the symbols of cultural antagonisms?

UNIT II: The Puritan Influence - Romanticism

CORE TEXTS:

- *The Crucible*
- *The Scarlet Letter*

ESSENTIAL QUESTIONS:

- What are the consequences of living in a theocracy?
- Why and how does predestination shape an individual?
- How did both Calvinism and the European Enlightenment influence American literature and life-yesterday and today?
- How does the use of symbolism enhance a reader's understanding of a work of literature?
- How does Hawthorne represent the foundations of American Romanticism?

OBJECTIVES: STUDENTS WILL BE ABLE TO

- Recognize and review figurative language, especially the use of metaphors, allusions, and symbolism.

- Discuss the treatment of characters/individuals who did not share the strict religious beliefs of the Puritan faith.
- Recognize and explain the irony of the Puritan persecution of others, especially religious persecution.
- Analyze the concepts of guilt and suffering for the Puritan and the modern American.
- Read a literary text analytically, seeing relationships between form and content.
- Draw conclusions about themes of a work, appraising them and speculating independently on related ideas.
- Recognize the main ideas and purposes and explain inferences about an author's intentions.
- Describe how language contributes both literally and figuratively to the meaning of the work.
- Evaluate the value and validity of a writer's message in relation to its historical, social, or cultural context.
- Value literature as an imaginative representation of truth as reality.
- Analyze content and literary devices of art and literature
- Identify key Biblical and mythological allusions and explain why writers use them to enrich their work
- Apply the process, in writing and speech, by which a generalization may be made only when it is supported by specifics.
- Exercise the art of writing logically and coherently.
- Demonstrate vocabulary development by incorporating new vocabulary in writing and speech.
- Demonstrate a solid command of grammar, mechanics, and usage in all written work.
- Use phrases, clauses, and sentence combining techniques to vary constructions effectively in written assignments.
- Use correct parenthetical documentation, and correct form for paraphrases and direct quotations.

ASSESSMENT:

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

Sample Assessments and Key topics:

Composition: comparison / analysis

Calvinism / theocracy/ The Enlightenment

Expository Composition / Class Oral/Multi-Media Presentation:

Puritan Culture: Guilt and suffering. Powers of a Central Government.

Individual responsibility

Modern theocracies

Romanticism and its contrasts to the Enlightenment (rationalism)

Literary Analysis / Panel Discussion:

Allusions, metaphors, language, symbols, character studies

ADDITIONAL RESOURCES AND TEXTS:

- *Of Plymouth Plantation*
- *The Hammer of Witches*
- *New England Primer*
- *American Experience: Fiction*
- Hawthorne *Tales*, “*Young Goodman Brown*”
- “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>

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

INSTRUCTIONAL METHOD

- Lecture, discussion, individual and group work, oral readings, comparative readings, use of visual arts, video selections

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:**

- **Religion in the modern world**
- Students will evaluate the effects of a theocracy during the early American experience. Did the theocracy benefit the growth of the colonies? Were the benefits greater than the negative aspects? How do modern theocracies effect the world in which we live? What is Sharia Law and how does it influence people living under its umbrella? Does religion have an influence in American politics? And if so is it postive or negative?

21ST CENTURY SKILLS:

- Information Literacy: Literature should allow students to appreciate the time and place in which it occurs. However, the student should be able to use the works in question to enrich his or her own existence. The richness of a literary work should have value when it allows the reader to grow intellectually, emotionally, and spiritually.

UNIT III: *The Adventures of Huckleberry Finn* – Realism

CORE TEXT:

- *The Adventures of Huckleberry Finn*, Mark Twain

Note to teacher: As with all literature, an introduction to the history and social climate of the setting is discussed before the assigned reading. Certain works require greater and detailed discussion. Before this novel is taught, class time is devoted to the connotation and denotation of language and words. Students are made aware of the sensitive nature of the language, circumstances, and the intention and purpose of the author.

ESSENTIAL QUESTIONS:

- How do we prevent atrocities against millions if we cannot stop the mindless hate of people in our community, our world, no matter how different they are in color, religion or race?
- How does an individual end universal or community obligation to society or unjust law?
- Is this novel too controversial to teach in the 21st Century?

OBJECTIVES: STUDENTS WILL BE ABLE TO:

- Read a literary text analytically, seeing relationships between form and content.
- Draw conclusions about themes of a work, appraising them and speculating independently on related ideas.
- Recognize the emergence of the individual (doing what is right vs. what is easy)
- Discuss Twain's influence on language, voice, and tone in American literature
- Understand the power of setting. The river becomes a character.

- Evaluate a reading in terms of symbolic references. See: the raft as a Garden of Eden.
- Understand and recognize Twain’s use of satire and “western humor” to highlight cultural deficiencies in the early 19th Century.
- Recognize and understand realism and how it differs from romanticism.
- Read critically, ask pertinent questions about what they read, recognize assumptions and implications, and evaluate ideas.
- Recognize the main ideas and purposes and explain inferences about an author’s intentions.
- Describe how language contributes both literally and figuratively to the meaning of the work.
- Evaluate the value and validity of a writer’s message in relation to its historical, social, or cultural context.
- Value literature as an imaginative representation of truth as reality.
- Analyze content and literary devices of art and literature
- Identify key Biblical and mythological allusions and explain why writers use them to enrich their work.
- Apply the process, in writing and speech, by which a generalization may be made only when it is supported by specifics.
- Exercise the art of writing logically and coherently.
- Demonstrate vocabulary development by incorporating new vocabulary in writing and speech.
- Demonstrate a solid command of grammar, mechanics, and usage in all written work.
- Use phrases, clauses, and sentence combining techniques to vary constructions effectively in written assignments.
- Use correct parenthetical documentation, and correct form for paraphrases and direct quotations.

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 opportunities and Key topics:

Comparative Literary Analysis:

Character study: conflicts—Huck vs. Tom, Jim vs. Pap, Huck vs. Society

Expository Writing / Panel Discussion / Multi-Media Presentation:
The Culture of the Mississippi, pre-Civil War.
Cruelty, Feuds, slavery.

Literary Analysis / Panel Discussion:
The power of ignorance

Literary analysis:
Focus on irony and satire and how Twain makes essential judgments about American culture.
How American literature was changing.

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

Teacher note: Excellent readings here to supplement realism and naturalism: *Red Badge of Courage*, *Maggie*, *A Girl of the Streets*, *The Awakening*, and the short stories of Bierce, London, Garland, Crane. Consider tying the romantic movement to the realistic movement by introducing the “local color” writers – Twain, Jewett, Harte, and Cable. A wonderful source text is the *The American Experience: Fiction*. Within this unit one can analyze impressionism, the growth of American Literature through regionalism, western humor, etc. As these are short readings, they are perfect readings for extended holidays such as Winter Break, Spring Break, etc. Nearly every published short story can be found online.

INSTRUCTIONAL METHOD

- Lecture, discussion, individual and group work, oral readings, comparative readings, use of visual arts, video selections

TECH INFUSION

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COMMON CORE STATE STANDARDS

ETHICAL DECISION MAKING/ CHARACTER EDUCATION:

- **Understanding slavery and satire**
- Students should examine modern instances of slavery so they are not misled into thinking that this inhumane treatment no longer exists. What can we do, individually and collectively, to stop and prevent this from happening?
- Who is the true protagonist of the novel? Is Huck a hero? Is Jim a hero?
- The use of irony and satire couched as humor is often missed by young readers. Students should understand the power of this type of humor – it is a tool with a sharp edge, and students need to understand when it is present, and what its implications are.
- With supplemental readings (see teacher note above) – questions of fate, nature, humanity and social conflicts are all pertinent. In *The Awakening* The role of women, cultural conflicts, and human desires are all crucial questions which can be presented during this unit.

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.

UNIT IV: Romanticism and Transcendentalism – a Poetry unit

KEY TEXTS:

- American Poetry, selections

ESSENTIAL QUESTIONS:

- Are the actions of individuals due to free will or do external forces and heredity cause them?
- Is it possible to be a true individual in a civilized and industrialized world?
- Which is stronger, the right of the individual or the need to protect/control the masses?
- Where does one find Truth?
- Is it found within the individual or is it found in Nature?

OBJECTIVES: STUDENTS WILL BE ABLE TO:

- Read critically, ask pertinent questions about what they read, recognize assumptions and implications, and evaluate ideas.
- Read a literary text analytically, seeing relationships between form and content.
- Draw conclusions about themes of a work, appraising them and speculating independently on related ideas.
- Recognize the main ideas and purposes and explain inferences about an author's intentions.
- Describe how language contributes both literally and figuratively to the meaning of the work.
- Evaluate the value and validity of a writer's message in relation to its historical, social, or cultural context.
- Value literature as an imaginative representation of truth as reality.
- Analyze content and literary devices of art and literature
- Identify key Biblical, literal and historical allusions and explain why writers use them to enrich their work.
- Identify types of poems such as ballads, sonnets, and blank verse.
- Identify and understand basic meter: the foot- iambs, trochees, spondees, etc.
- Apply the process, in writing and speech, by which a generalization may be made only when it is supported by specifics.
- Exercise the art of writing logically and coherently.
- Recognize the influence of the great British romantics on the writing of the American romantics.
- Demonstrate vocabulary development by incorporating new vocabulary in writing and speech.

- Demonstrate a solid command of grammar, mechanics, and usage in all written work.
- Use phrases, clauses, and sentence combining techniques to vary constructions effectively in written assignments.
- Use correct parenthetical documentation, and correct form for paraphrases and direct quotations.

TOPIC/CONTENT SKILLS:

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| <ul style="list-style-type: none"> • <u>Reading Literature</u>: RL.11-12.1-10 • <u>Reading Informational Text</u>: RI.11-12.1-6, 10 • <u>Writing</u>: W.11-12.1-10 • <u>Speaking and Listening</u>: SP.11-12.1-6 • <u>Language</u>: L.11-12.1-6 |
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ASSESSMENT:

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| <ul style="list-style-type: none"> • Teacher generated reading quizzes, discussion questions, tests, document analysis, in-class essays, formal essays, journal entries, projects, presentations. |
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Sample Assessments and Key topics:

Class/Panel Discussion

Understanding the roots of American Romanticism: A brief study (review) of English Romantic Poetry—contrast with Classical Poetry.

Literary Analysis

The language of poetry: Literary devices, types of poems, scansion (types of feet), and Structure. ex. Sonnets, ballads, blank verse, etc.

Discussion / Multi-Media Presentation

The early romantics/transcendentalists—Emerson, Longfellow, Bryant

Literary Analysis

The works of Poe and Dickinson

RESOURCES AND SUGGESTED WRITERS:

- (Preview: Wordsworth, Blake, Coleridge, and Tennyson – or a teacher’s selection!)
- Bryant, Dickenson, Emerson, Longfellow, Melville, Poe, Thoreau
- The Text: *Major American Poets, Sound and Sense*,
- Ex. “Thanatopsis,” “Concord Hymn,” “Rhodora”

INSTRUCTIONAL METHOD

- Lecture, discussion, individual and group work, oral readings, comparative readings, use of visual arts, video selections

TECH INFUSION

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COMMON CORE STATE STANDARDS

ETHICAL DECISION MAKING/ CHARACTER EDUCATION:

- How was each of the writers “ahead of their time” when discussing the introspective psychology of the individual/character? Have 21st Century students lost their connection with nature? God? Or their spiritual identity? Has the modern world and technology created a barrier for viewing and appreciating the Nature understood by the romantic poets?

21ST CENTURY SKILLS

- Creativity/Critical Thinking: Understand practical application of abstract schools of thought. Write on how this tension can work in poetry.
 - Media Literacy: Use of articles and websites to understand historical context
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UNIT V: *The Jungle* (or other works of instructor's choice)

KEY TEXT:

- *The Jungle*, Upton Sinclair

ESSENTIAL QUESTIONS:

- Why do people persecute and exploit individuals who are different?
- Could socialism exist in a perfect world? Could individualism thrive in a socialist world?
- Scully appears to be the root of the problem, or is he just a symptom of the problem?
- Why did the author choose this title, *The Jungle*, for this novel?
- How were the events at the wedding symbolic of the overall problems in the novel for Jurgis and his family?

OBJECTIVES: STUDENTS WILL BE ABLE TO:

- Evaluate the value and validity of a writer's message in relation to its historical, social, or cultural context.
- Read critically, ask pertinent questions about what they read, recognize assumptions and implications, and evaluate ideas.
- Read a literary text analytically, seeing relationships between form and content.
- Draw conclusions about themes of a work, appraising them and speculating independently on related ideas.
- Recognize the main ideas and purposes and explain inferences about an author's intentions.
- Describe how language contributes both literally and figuratively to the meaning of the work.
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- Exercise the art of writing logically and coherently.
- Demonstrate vocabulary development by incorporating new vocabulary in writing and speech.
- Demonstrate a solid command of grammar, mechanics, and usage in all written work.
- Use phrases, clauses, and sentence combining techniques to vary constructions effectively in written assignments.
- Use correct parenthetical documentation, and correct form for paraphrases and direct quotations.

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 Assessments and Key topics:

Research, Expository Writing, and Class Presentation/Discussion

The conflict: the Capitalist State vs. Socialism.

Understasnding the roots of Sinclair’s novel

The individual and his or her struggle in a hostile world.

Rsearch/Persuasive Writing:

The horrors of poverty and the challenges faced by the immigrant during the early stages of the Industrial Revolution

Literary Character Analysis

The Jurgis family, union leaders, and the challenges of living in a new culture. Emphasis: Comparisons of characters and conflicts faced

RESOURCES AND ADDITIONAL TEXTS:

INSTRUCTIONAL METHOD

- Lecture, discussion, individual and group work, oral readings, comparative readings, use of visual arts, video selections

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:

- How did the Industrial revolution directly affect immigrants? How did it affect, and at times, endanger all Americans?
- How did immigrants “make it” and become viable productive citizens?
- What are the possible consequences of a socialist world-view?
- Is the state (Federal Government) the answer to all the problems of the individual? Has the struggle to “become” an American changed for the contemporary immigrant?
- Has business changed in its approach toward the American worker? If so how?

21ST CENTURY SKILLS:

- Information Literacy: Literature should allow students to appreciate the time and place in which it occurs. An understanding of historical context enhances the appreciation of the literature. Web resources will be invaluable in researching the context of the literary work at hand.
- Global (Cultural) Awareness: Through a study of immigration issues (historical and contemporary), students will become more aware and appreciative of a variety of cultural / soci-economic experiences and perspectives.

UNIT VI: Contemporary Literature and The African American Experience – Focus: *Song of Solomon*

KEY TEXTS:

- *Song of Solomon*, Toni Morrison
- *Raisin in the Sun*, Lorraine Hansberry
- *Writers of the Harlem Renaissance*

ESSENTIAL QUESTIONS:

- How did contemporary American writers change literature through their depiction of realism?
- What role do race, gender, and socio-economics play in the characters and settings found in the novels? How are the goals of characters thwarted by financial considerations?
- How does Milkman's journey mirror the changes in Black Americans?
- How does African myth translate into American literature and thought?
- How does rural Black America differ from urban Black America?

OBJECTIVES: STUDENTS WILL BE ABLE TO:

- Read a literary text analytically, seeing relationships between form and content.
- Draw conclusions about themes of a work, appraising them and speculating independently on related ideas.
- Draw parallels between the novel and the social and cultural climate of the setting.
- Recognize the main ideas and purposes and explain inferences about an author's intentions.
- Describe how language contributes both literally and figuratively to the meaning of the work.
- Read critically, ask pertinent questions about what they read, recognize assumptions and implications, and evaluate ideas.
- Evaluate the value and validity of a writer's message in relation to its historical, social, or cultural context.
- Understand that Black culture is not monolithic- contrast urban and rural culture.
- Value literature as an imaginative representation of truth as reality.
- Analyze content and literary devices of art and literature.
- Understand that there is an African culture and a mythological component to Black thought in American literature.
- Identify key Biblical and mythological allusions and explain why writers use them to enrich their work
- View Black culture and language as a major influence on contemporary literature, music, and language
- Apply the process, in writing and speech, by which a generalization may be made only when it is supported by specifics.
- Exercise the art of writing logically and coherently.
- Demonstrate vocabulary development by incorporating new vocabulary in writing and speech.
- Demonstrate a solid command of grammar, mechanics, and usage in all written work.
- Use phrases, clauses, and sentence combining techniques to vary constructions effectively in written assignments.

- Use correct parenthetical documentation, and correct form for paraphrases and direct quotations.

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 Assessments and Key topics:

Research, Panel Discussion, Media Presentation:

The African Journey: Slave ships, Myths, and the struggle of the slaves to maintain family ties.

The black family in the mid-20th Century America; Goals and dreams

Black Culture: a view of lifestyles, behavior patterns and language.

The search for identity

Literary Character analysis:

Analyze characters as they represent aspects of African-American Experience

Milkman, Pilate, Guitar, Reba, Corinthians, and Ruth

RESOURCES AND ADDITIONAL WORKS/WRITERS

- Faulkner
- Dunbar
- Hemingway
- Hughes

- Fitzgerald
- Cather
- Hurston
- Frost
- O'Connor
- Sandburg
- Wright
- Williams
- Updike

INSTRUCTIONAL METHOD

- Lecture, discussion, individual and group work, oral readings, comparative readings, use of visual arts, video selections

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:

- How did writers give voice to their oppressed characters? For which group(s), if any, are the writers speaking?
- How important is it for a people or an individual to understand their roots?
- How do families function within their own circle and then deal with the world around them and their own histories?

21ST CENTURY SKILLS:

- Global Awareness: Students will come to appreciate the cultures and perspectives other than their own through their study of the African-American experience.

- Communication and Collaboration: Students will work together to study and conduct literary analysis
-

UNIT VII: Modern American Literature (Drama, Poetry, and Prose)

CORE WORKS:

- *The Glass Menagerie / Streetcar Named Desire*, Williams
- *Death of a Salesman*, Arthur Miller
- *The Great Gatsby*, Fitzgerald

ESSENTIAL QUESTIONS:

- American drama became important and respected in world literature after WWI. How did each of the following ideals and topics assert this importance and which writer best represents each?
 - Realism
 - Symbolic expressionism
 - Naturalism
 - Common place of human realities
 - Sexism and racism
 - Motifs of love, death, frustration, illusion, and fate
 - Allegorical confrontations and surrealistic techniques

OBJECTIVES: STUDENTS WILL BE ABLE TO:

- Read critically, ask pertinent questions about what they read, recognize assumptions and implications, and evaluate ideas.
- Read a literary text analytically, seeing relationships between form and content.
- Recognize and explain historical and literal allusions
- Draw parallels between the play and the social and cultural climate of the setting.
- Draw conclusions about themes of a work, appraising them and speculating independently on related ideas.
- Recognize the main ideas and purposes and explain inferences about an author's intentions.

- Describe how language contributes both literally and figuratively to the meaning of the work.
- Evaluate the value and validity of a writer’s message in relation to its historical, social, or cultural context.
- Value literature as an imaginative representation of truth as reality.
- Analyze content and literary devices of art and literature
- Apply the process, in writing and speech, by which a generalization may be made only when it is supported by specifics.
- Exercise the art of writing logically and coherently.
- Demonstrate vocabulary development by incorporating new vocabulary in writing and speech.
- Demonstrate a solid command of grammar, mechanics, and usage in all written work.
- Use phrases, clauses, and sentence combining techniques to vary constructions effectively in written assignments.
- Use correct parenthetical documentation, and correct form for paraphrases and direct quotations.

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 Assessments and Key topics:

Panel Discussion/ Oral Presentation:

Introduction to Drama—What is drama? Why is it such a personal literary form?
Dramatic Conflict

Comparison/Contrast, Literary Analysis:

Characters and Language: Compare and contrast personalities, language, motives.

Thematic Analysis:

The American Family in conflict. Note that much of the literature focuses on alienation and alienation of family in particular as a central focus (family vs. the world).

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.11-12.4, 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

Expository Essay:

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

Literary Analysis / Oral Presentation:

Analyze passages regarding possibility and limitation theme in section one of “Natural”;
 Compose Essay/Presentation on American Dream and Delusion focusing on one major character in Act II of “Salesman”;
 Essay linking works under “Dream” theme

Panel Discussion/Formal Presentation:

Thematic/Literary Analysis of all works comparing themes, characters, symbols

RESOURCES AND ADDITIONAL TEXTS:

- *Who’s Afraid of Virginia Woolf*, / *Zoo Story*
- *Long Day’s Journey Into Night*
- Raisin in the Sun
- 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, oral readings, comparative readings, use of visual arts, video selections

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:

- Explain how American writers of drama often showcased political ideals such as excesses of
- Capitalism, international growth of fascism, and exploitation through sexism and racism. Does this mimic or influence society? Or both?
- How does the family function within a state?
- How does your own family’s conflicts cause turmoil – is it turmoil from within the family? Or do the world’s problems influence the family’s problems?

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.
-

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
-

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 form 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.

LIST OF CORE AND ADDITIONAL TEXTS FOR 11 HONORS (Listed by Genre)

TITLES WITH ASTERISK (*) ARE PART OF THE CANON AND SHOULD BE VIEWED AS IMPORTANT FOR THE COLLEGE BOUND STUDENT.

DRAMA

<i>3 Plays O'Neill</i>	
<i>4 Contemporary American Plays</i>	
<i>6 Great Modern American Plays</i>	
<i>6 Modern American Plays</i>	
<i>American Experience: Drama</i>	
<i>American Dream / Zoo Story</i>	Albee*
<i>Drama I</i>	
<i>Cat on a Hot Tin Roof</i>	Williams
<i>Crucible, The</i>	Miller*
<i>Currents In Drama</i>	
<i>Death of a Salesman</i>	Miller*
<i>Glass Menagerie, The</i>	Williams*
<i>Inherit the Wind</i>	Lawrence & Lee
<i>Long Day's Journey into Night, The</i>	O'Neill*
<i>O'Neill: Three Plays</i>	O'Neill*
<i>Raisin in the Sun, A</i>	Hansberry
<i>Spoon River Anthology</i>	Masters
<i>Tempest, The</i>	Shakespeare*
<i>Three By Tennessee Williams</i>	Williams*
<i>Who's Afraid of Virginia Woolf</i>	Albee*

FICTION: NOVELS AND SHORT STORY COLLECTIONS

<i>Adv. of Huckleberry Finn</i>	Twain *
<i>Age of Innocence</i>	Wharton

<i>American Experience: Fiction</i>	Carlsen
<i>American Experience: Non-fiction</i>	Chopin*
<i>American Literature</i>	Melville
<i>Awakening and Selected Stories</i>	Melville
<i>Bartleby and Cereno</i>	Wright
<i>Billy Budd & other tales</i>	Griffin
<i>Black Boy</i>	Walker
<i>Black Like Me</i>	
<i>Color Purple, The</i>	
<i>Contemporary American Prose</i>	Cather*
<i>Death Comes for the Archbishop</i>	Scheld
<i>Designs in Fiction</i>	Wharton*
<i>Ethan Frome</i>	Poe
<i>Fall of the House of Usher</i>	Hemingway*
<i>Farewell to Arms, A</i>	Faulkner
<i>Faulkner: 3 Short Novels</i>	Poe*
<i>Gold Bug and Other Tales</i>	Steinbeck*
<i>Grapes of Wrath</i>	Fitzgerald*
<i>Great Gatsby, The</i>	Hemingway
<i>In Our Time</i>	Ellison*
<i>Invisible Man</i>	Sinclair*
<i>Jungle, The</i>	LaFarge
<i>Laughing Boy</i>	
<i>Lit. & LA: the American Tradition</i>	Crane*
<i>Maggie, A Girl of the Streets</i>	Melville*
<i>Moby Dick</i>	Twain
<i>Mysterious Stranger, The</i>	Wright
<i>Native Son</i>	Malamud
<i>Natural, The</i>	Baldwin
<i>Notes of a Native Son</i>	Kerouac
<i>On the Road</i>	Kesey
<i>One Flew Over the Cuckoo's Nest</i>	Twain
<i>Pudd'nhead Wilson</i>	

Red Badge of Courage, The
Scarlet Letter, The
Sister Carrie
Sketch Book
Story and Structure
Sun Also Rises, The
To Be Young Gifted and Black
Winesburg, Ohio

Crane*
 Hawthorne*
 Dreiser*
 Irving
 Perrine
 Hemingway
 Hansberry
 Anderson

NON-FICTION:

Color of Water
Common Sense
Designs in Nonfiction
Incidents in the Life of a Slave Girl
Walden and Civil Disobedience
Walden and Other Writings

McBride
 Paine*
 Baum
 Jacobs (Brent)
 Thoreau*
 Thoreau

POETRY:

Contemporary American Poetry
Contemporary American Poet
Designs in Poetry
I Know Why the Caged Bird Sings
Major American Poets
Order of Poetry
Selected Poems of E. Dickinson
Sound and Sense

Foster

 Peterson
 Angelou

 Dickinson*
 Perrine*