



RADNOR TOWNSHIP SCHOOL DISTRICT
Course Overview



American Literature Advanced
Course # 05010132

General Information

Credits: 1
Weighted: N/A
Prerequisite: Teacher Recommendation

Length: Full Year
Format: Meets Daily
Grade: 11

Course Description

This course continues the sequential study of literature, composition, vocabulary, speaking, thinking and research skills begun in grades 9 and 10. A thematic and/or chronological approach to major American literature aims to increase proficiency in critical reading and thinking, and also increase literary appreciation. An emphasis on both creative expression and effective exposition will help college-bound students move closer to the writing skills demanded by advanced study. A step-by-step approach to the research paper is included as part of the course's aim to increase proficiency in both critical thinking and composition. Oral communication assignments further enhance students' academic and interpersonal skills.

Course Objectives:

- A. To understand historical development and authors, to understand characters and themes, and to understand figurative language and literary devices.
- B. To structure thought precisely with language to produce and refine: topic sentences, paragraph development, transitions, introduction, body, and conclusion.
- C. To develop a substantial idea with careful control of both language and composition techniques throughout an essay by selecting and using substantial evidence, working in class both with guided instruction and in independent application and appropriately integrate quotations
- D. To gain an understanding of "Americanness" as an idea/mythology and American Literature as a body of literature, and to be able to articulate this understanding and apply it
- E. To apply conventions of English grammar, syntax, and sentence and develop structure in composition, control complete sentences, use subordinate elements logically and accurately, and vary sentences by length and type
- F. To cultivate fluency and voice in written work with personal and reflective, persuasive, informative, analytical, writing.
- G. To develop and apply vocabulary skills
- H. To sharpen discussion skills of listening, speaking, and responding to the ideas of others to evaluate text/argument organization and content to determine the author's purpose and effectiveness according to the author's style, theses, accuracy, thoroughness, logic and reasoning
- I. To work independently and with guidance in using multiple sources, evaluating and synthesizing the essential ideas in order to develop a research paper which incorporates the writing process to proceed through each step of the research process, independently select and evaluate sources, integrate secondary sources and primary sources to support argument, and synthesize different kinds of support as well as to document sources correctly according to the standards of MLA

Common Assessments:

Common Assessments (All 11th grade students in all levels)

Close Reading Common Assessment

Students will be given a cold passage to read on either the mid-term or the final to test their knowledge of a historical speech given by Sojourner Truth.

Close Reading Common Assessment

Students will be given a cold passage from a female writer to read on either the mid-term or the final to test their knowledge on a typical American Literature fiction passage.

MLA Research and Skills Common Assessment

Students will be given a research topic to write and will be graded on their MLA skills in regards to

parenthetical citations, Works Cited Page, and paper formatting.

PSAT Common Assessment

Students will take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in October. It is a standardized test cosponsored by the College Board and National Merit Scholarship Corporation ((MNSC) that provides firsthand practice for the SAT®.

Common Course Assessments (All students enrolled in this course)

Analytical Research Paper

Analytical Research Paper using MLA of 3-5 pages on a topic with at least four outside resources that are independently located by the student.

Other Possible Assessments

Discussion Activities
Reflective, Analytical, Expository, Didactic Essays
Independent Reading

Major Units of Study:

- I. A Gathering of Voices
 - Literature of Early America (beginnings to 1750)
 - The American Dream and the “Myth of America”
- II. A Growing Nation
 - Literature of the American Renaissance (1800 – 1870)
- III. Division, Reconciliation, and Expansion
 - Literature of the Civil War and the Frontier (1850 – 1914)
- IV. Disillusionment, Defiance, and Discontent
 - Literature of the Modern Age (1914 – 1945)
 - The Independent Spirit and the Idea of Non-Conformity
- V. Prosperity and Protest and New Voices, New Frontiers
 - Literature of the Postwar Era (1945 – 1970)
 - Literature of the Contemporary Period (1970 – Present)

Materials & Texts

Required Texts and Resources

Common Texts (All 11th graders in all levels) (minimum of 2)

Adventures of Huckleberry Finn, by Mark Twain
Harlem Renaissance – Langston Hughes – Starting with “Harlem,” “Negro Speaks of Rivers”, “Mother to Son”, “Weary Blues”, and “I, too”

Common Course Texts (All students enrolled in the course)

1. *Friday Night Lights*, by H.G. Bissinger
2. *The Glass Castle*, by Jeannette Walls
3. *The Great Gatsby*, by F. Scott Fitzgerald
4. A 20th Century Play – From among the following
 - *The Crucible*, by Arthur Miller
 - *Death of a Salesman*, by Arthur Miller
 - *A Raisin in the Sun*, by Lorraine Hansberry
 - *A Streetcar Named Desire*, by Tennessee Williams
5. A minimum of three short stories and three poets as well as one nonfiction piece from among the following authors: Stephen Vincent Benet, Kate Chopin, Flannery O’Connor, Alice Walker, Richard Wright, Anzia Yezierska, Maya Angelou, Annie Dillard, Frederick Douglass, W.E.B. Dubois, Peter Gammons, Zora Neale Hurston, Martin Luther King Jr., Henry David Thoreau, Booker T. Washington, Walt Whitman, John Updike, Countee Cullen, Paul Laurence Dunbar, Langston Hughes, Claude McKay, James Weldon Johnson, Katherine Lee Bates, Stephen Vincent Benet, Gwendolyn Brooks, Gregory Corso, Emily Dickinson, Allen Ginsberg, Nikki Giovanni, Dudley Randall, Melvin B. Tolson, Robert Frost, William Faulkner, Stephen Crane and more...

Supplemental Texts and Resources (use may vary)

Absolutely True Diary of a Part-Time Indian, by Sherman Alexie
Catcher in the Rye, by J.D. Salinger

The Bean Trees, by Barbara Kingsolver
The Things They Carried, by Tim O'Brien
This Boy's Life, by Tobias Wolff
A Lesson Before Dying, by Ernest Gaines
Hotel on the Corner of Bitter and Sweet, by Jamie Ford

Summer Assignment

Radnor High School publishes an annual summer reading list. Students should refer to the RHS English page for Summer Reading expectations.



RADNOR TOWNSHIP SCHOOL DISTRICT

Course Curriculum
American Literature Advanced
Course 05010132



Unit I: A Gathering of Voices – Literature of Early America (Beginnings to 1800)
Length of Unit – approximately four weeks

Common Core Standards and PA Academic Standards

CC.1.2.11–12.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.2.11–12.C – Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.11–12.D – Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.2.11–12.E – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.1.2.11–12.I – Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.3.11–12.A – Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.C – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.4.11–12.M – Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N – Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11–12.O – Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11–12.P – Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.11–12.Q – Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11–12.R – Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.5.11–12.A – Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Keystone Connections:

RHS- Identify the Keystone Eligible Content and assessment anchors that are aligned with this unit.

Student Objectives:

Students will be able to...

- Identify and explain elements of Puritan literature.
- Explain “preaching” as a type of formal speech.
- Explain the role of religion in early American life
- Demonstrate an understanding of a national culture through use of texts that come from that culture.
Apply conventions of English grammar, syntax, sentence structure.
- Identify rhetorical devices and understand their purpose.
- Identify literary terms and devices from a variety of works, and interpret their effects.

Assessments:

Common Assessments (All 11th graders)

PSAT Common Assessment

Students will take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) in October. It is a standardized test cosponsored by the College Board and National Merit Scholarship Corporation ((MNSC) that provides firsthand practice for the SAT®.

Common Course Assessments (All Students in the Course)

To be determined – Something for *Friday Night Lights*

Other Possible Assessments

Summative Assessment: Create a narrative poem, short story, essay or other written product that tells a story of personal significance.

Objective Assessments with multiple choice, true and false, fill in the blanks, and short answer Questions.

Activities and Assignments

Discuss the origin of myths and archetypes using the Native American myths. Recognize cultural details as student compare and contrast the excerpts as well as explore the deep connection they had with nature.

Identify author's purpose and audience in Puritan Literature as well as the distinct Puritan Plain Style of writing and speaking.

LTF Foundation Lesson on Author's Purpose for *Of Plymouth Plantation* to practice reading with an awareness of author's intended audience and overall purpose for writing as well as use of literary techniques the write is employing.

Discuss what a sermon is and the persuasive oratory of language that would convince listeners of the truth.

Discuss the response Jonathan Edwards evokes in an audience and the ways he achieves it.

Compare/contrast Henry and Franklin's speeches about when to compromise and when to stand firm.

Terminology

Allegory	Aphorisms	Apostrophe
Archetype	Climax	Conceit
Conflict	Didactic Poetry	Idealism
Myth	Oxymoron	Parallelism
Pragmatism	Sermon	Tone

Materials & Texts

Required Texts and Resources

Common Texts and Resources – All 11th Graders

"Western Star" by Stephen Vincent Benet

"America the Beautiful" by Katharine Lee Bates

Common Course Texts and Resources – All 11th Graders in Advanced

The Glass Castle – Jeanette Walls

Key selections from the textbook:

Historical Background of the time period

Part I – Meeting of Cultures – Choose 1 of the following

"The Earth on Turtle's Back"

"When the Grizzlies Walked Upright"

from *The Navajo Origin Legend*

from *The Iroquois Constitution*

Part II – Puritan Influence – Choose 1 of the following

from "Of Plymouth Plantation"

"To My Dear and Loving Husband"

from "Sinners in the Hands of an Angry God"

Part III – A Nation is Born – Choose 1 of the following

“Speech in the Virginia Convention”

“Speech in the Convention”

Supplemental Texts and Resources (Use may vary)

Friday Night Lights By H.G. Bissinger

The Crucible by Arthur Miller

“How I found America” by Anzia Yezierska

“The Promise of America” by Thomas Wolfe

“Snow in August” by Pete Hamill

“I Have a Dream” by Martin Luther King, Jr

“Gettysburg Address” by Abraham Lincoln

“The Unimagined America” by Archibald MacLeish

Media, Technology, Web Resources

To be determined

Unit II: A Growing Nation – Literature of the American Renaissance (1800 – 1870)
Length of Unit – approximately four weeks

Common Core Standards and PA Academic Standards

CC.1.2.11–12.A – Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11–12.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11–12.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11–12.C – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11–12.D – Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.3.11–12.H – Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.4.11–12.S – Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.X – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.11–12.A – Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Keystone Connections:

RHS- Identify the Keystone Eligible Content that is aligned with this unit

Student Objectives:

Students will be able to...

- Identify the historical context, philosophy, and style of American Gothic writers and Transcendentalists.
- Define the major characteristics of American Romanticism (such as the use of symbols, myth, and the “fantastic,” veneration of nature; celebration of “self” and isolationism)
- Understand how authors develop irony and the effect irony has on a text.
- Identify sound techniques (e.g., rhyme, meter, alliteration) and how they supply meaning and rhythm in a specific verse or stanza of a poem.
- Identify figurative language (e.g., metaphor, personification, irony) and how they supply meaning in a specific verse/stanza of a poem or section of a piece of prose. Apply techniques of class analysis to reading independently.

Assessments:

Common Assessments – All 11th Graders

Mid-Term Exam: Common assessment of standard terms.

Common Course Assessments – All 11th Graders in Advanced

Speeches – Students will choose a topic of his/her choice, then write and deliver a persuasive speech.

Activities and Assignments

Evaluate the influences of the historical period on characters, plot, and settings by indentifying elements of the story that reflect an excessive concern for wealth.

Review terms for indirect and direct characterization, figurative language (figures of speech), author’s style with regard to figurative expressions, and poetry terminology such as types of poetry.

Discuss the role of the individual in society today.

Analyze how the poetry of Dickinson and Whitman makes American literature American.

Write an editorial – a persuasive article – in which you argue for or against the relevance of Thoreau’s ideas of simplicity in today’s world.

Write a blog post on either Dickinson’s or Whitman’s poetry and explain how it is relevant today.

Terminology

Alliteration	Anaphora	Assonance
Consonance	Diction	Free Verse
Individualism	Lyric Poetry	Onomatopoeia
Paradox	Romanticism	Transcendentalism
	Verbal irony	

Materials & Texts

Required Texts and Resources

Common Texts and Resources – All 11th Graders

Overview of Transcendentalism

Common Course Texts and Resources – All 11th Graders in Advanced

Key selections from the textbook:

Historical Background of the time period

Part I – Fireside and Campfire

“The Devil and Tom Walker”

Part II – Shadows of the Imagination (American Gothic)

“The Fall of the House of Usher”

Part III – The Human Spirit and the Natural World (Transcendentalism)

History of Transcendentalism

from “Nature”

from “Self-Reliance”

from “Walden”

from “Civil Disobedience”

Part IV – American Masters (Emily Dickinson and Walt Whitman)

“Because I could not stop for Death”

“I heard a Fly buzz—when I died”

“I Hear America Singing”

“A Noiseless Patient Spider”

Supplemental Texts and Resources

The Crucible

Death of a Salesman

Media, Technology, Web Resources

Create a blog as a forum for students to discuss Dickinson’s and Whitman’s poetry and their relevance to today’s students.

Dead Poets Society (film 1989), film versions of *The Crucible* or *Death of a Salesman*

**Unit III: Division, Reconciliation, and Expansion – Literature of the Civil War and the Frontier
(1850 – 1914) – Length of Unit – approximately seven weeks**

Common Core Standards and PA Academic Standards

CC.1.2.11–12.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.2.11–12.D – Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.2.11–12.I – Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.3.11–12.C – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11–12.F – Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11–12.H – Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.4.11–12.A – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.C – Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11–12.H – Write with a sharp, distinct focus identifying topic, task, and audience; introduce the precise, knowledgeable claim.

CC.1.4.11–12.O – Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.5.11–12.C – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11–12.F – Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Keystone Connections:

RHS- Identify the Keystone Eligible Content that is aligned with this unit.

Student Objectives:

Students will be able to...

- Determine and analyze the development of the theme or themes in American literature of the 19th Century.
- Explain how fictional characters in late 19th century America express the challenges facing America at the time, citing textual evidence from both fiction and nonfiction to make the case.
- Understand the need for credible authority (appeal to ethos).
- Use (and integrate) authoritative sources to support a persuasive essay or speech.
- Understand how authors develop irony and the effect irony has on a text.
- Gather, determine validity and reliability of, and organize information.

Assessments:

Common Assessments – List and then describe – be specific

Something for *Huck Finn* – To be determined

Common Course Assessments – 11th Graders in Advanced

Position Essay – Students will write a position statement about the Civil War. Possible Prompt – The Civil War was the first war that people were able to witness through photographs. Some might say that images of war are important because they cover more than words alone. Others might hold that showing pain and destruction is coldhearted and disrespectful to the victims. Write an essay in which you express and support an opinion on this question. Regardless of which side you take, cite specific reasons and examples to support your position. (Timed Writing – 30 minutes)

Other Possible Assessments (Label as formative or summative)

Discussion Activities
Didactic Journals

Activities and Assignments

Discuss the use of diaries and journals to determine the author's purpose.

Discuss Naturalism – the literary movement that shows a bleak reality without explaining it. Instead it allows the reader to draw his or her own conclusions.

Discuss satire, humor, and social commentary as seen in the writings of Mark Twain

Huck Finn Unit Plan – to be determined (length of time – approximately 3 – 4 weeks)

Research women and the civil war – what was their role before, after and during the war. Create power point presentations to present to the class.

Compare and contrast the various types of poetry in the Part III of the unit. Create a chart using poetic elements, point of view, and theme as the basis for the comparison and contrast.

Terminology

Abolition	Allegory	Allusion
Assimilation	Autobiography	Biography
Burlesque	Determination	Dialect
Diary	Dramatic Monologue	Foibles
Hyperbole	Incongruity	Journal
Mood	Narrative Poetry	Naturalism
Parody	Petrarchan (Italian) Sonnet	Realism
Refrain	Regionalism	Rhyme Scheme
Satire	Social Commentary	

Materials & Texts

Required Texts and Resources

Common Texts and Resources – All 11th Graders

Adventures of Huckleberry Finn

Common Course Texts and Resources – All 11th Graders in Advanced

Key selections from the textbook:

Historical Background of the time period

Part I – A Nation Divided – Choose 2 of the following

“A Confederate Account of the Battle of Gettysburg”

“An Episode of War”

“Go Down Moses”

“Swing Low, Sweet Chariot”

Part II – Forging New Frontiers

From “Life on the Mississippi”

From “How to Tell a Story”

“The Notorious Jumping Frog of Calaveras County”

Part III – Living in a Changing World – Choose 2 of the following

“Douglass”

“We Wear the Mask”

“Richard Cory”

“Lucinda Matlock”

Supplemental Texts and Resources (use may vary)

To be determined

Media, Technology, Web Resources

Power point will be used in the women and civil war assignment.

Unit IV: Disillusion, Defiance, and Discontent – Literature of the Modern Age (1914 – 1945)
Length of Unit – approximately eight – nine weeks

Common Core Standards and PA Academic Standards

CC.1.3.11–12.A – Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11–12.E – Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F – Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11–12.H – Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.4.11–12.G – Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.N – Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11–12.O – Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11–12.U – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11–12.V – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.11–12.W – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.1.5.11–12.C – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11–12.F – Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Keystone Connections:

RHS- Identify the Keystone Eligible Content that is aligned with this unit.

Student Objectives:

Students will be able to...

- Define and explain the origins of the Harlem Renaissance.
- Explore the relationship between historical events and literature as they emerge in the works of the Harlem Renaissance poets and authors.
- Identify modernist ideas (using information texts)
- Examine evidence of the alienation of “modern man”
- Identify figurative language such as apostrophe and personification.
- Apply techniques of class analysis to reading independently.
- Understand how authors develop irony and the effect irony has on a text.
- Gather, determine validity and reliability of, and organize information.

Assessments:

Common Assessments – All 11th Graders

N/A

Common Course Assessments – All 11th Graders in Advanced

Critical Essay – Students will write a critical essay on Robert Frost’s poetry. A possible prompt: Write a critical essay in which you explore the following question: In the 20th and 21st centuries, how can poetry set in natural or rural settings be meaningful? In your essay, consider your own

experiences in nature, whether good or bad, and draw conclusion about the relevance of pastoral poetry today.

Other Possible Assessments (Label as formative or summative)

Discussion Activities
Didactic Journals

Activities and Assignments

With a partner, write a sequel to “A Worn Path.” What happens when Phoenix Jackson returns home? Use specific details and sensory language to create vivid pictures in your story.

Look up the words freedom and liberty in a thesaurus to find related words.

Unit plan on *The Great Gatsby* – to be determined.

Write and deliver a multimedia presentation on the 1920s for background information prior to reading *The Great Gatsby*. Students will choose an aspect of the 20s as the basis for their research. Students will then combine text, images, and sound in a multimedia presentation.

Terminology

Alienation	Allusion	American Modernism
Archetype	Blank Verse	Conflict
Connotation	Denotation	Dialect
Disillusionment	Dramatic Monologue	Flashback
Foreshadowing	Harlem Renaissance	Industrialization
Motif	Pastorals	Speaker

Materials & Texts

Required Text and Resources

Common Texts and Resources – All 11th Graders

N/A

Common Course Texts and Resources – All 11th Graders in Advanced

The Great Gatsby

Key selections from the textbook:

Historical Background of the time period

Part I – Facing Troubled Times

Ezra Pound

William Carlos Williams

Part II – From Every Corner of the Land – Choose 2 of the following

“A Rose for Emily”

“The Jilting of Granny Weatherall”

“A Worn Path”

Poetry of Carl Sandburg

Poetry of Robert Frost

Part III – The Harlem Renaissance Poets

Langston Hughes

Colleen McElroy

Claude McKay

Countee Cullen

Supplemental Texts and Resources (use may vary)

The Sun Also Rises or *A Farewell to Arms*

Death of a Salesman

The Things They Carried

Media, Technology, Web Resources

Use power point for research on the imagist

Multimedia project for the 1920's

Unit V: Prosperity and Protest and New Voices, New Frontiers – Literature of the Post-War Era (1945 – Present) Length of Unit – approximately eight – nine weeks

Common Core Standards and PA Academic Standards

CC.1.3.11–12.A – Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11–12.E – Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F – Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11–12.H – Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.4.11–12.A – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.D – Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

Keystone Connections:

RHS- Identify the Keystone Eligible Content that is aligned with this unit.

Student Objectives:

Students will be able to...

- Analyze the development of the short story in post World War II America
- Trace the development of the Southern Gothic tradition
- Identify multiple postmodernist approaches to critical analyses of literature
- Find and document primary and secondary sources.
- Select optimal evidence from a text to support a thematic statement.
- Gather, determine validity and reliability of, and organize information.
- Design and develop a convincing analytical research essay.
- Demonstrate a cultivation of fluency and voice in written work

Assessments:

Common Assessments – All 11th Graders

Common Assessment on the. Students will be given a nonfiction cold passage.

Common Course Assessments – All 11th Graders in Advanced

LTF lesson – Post Mortem of a Protagonist

Research Course Common Assessment

Other Possible Assessment

Discussion Activities

Didactic Journals

Activities and Assignments

Discuss the word “grotesque” – what are the connotations? What is the denotation? What does the word mean in the literary sense?

With a partner, write a personality profile of one of the characters in “The First Seven Years.” The profile is going to be used by producers or the director to cast an appropriate actor.

Unit Plan for *Catcher in the Rye* – to be determined

Poetry project – Students will choose five poems that we have not read in class and analyze for meaning as well as the use of figurative language.

Terminology

Alliteration	Assonance	Beatniks
The Beat Generation	Characterization	Consonance
Epiphany	Grotesque Character	Minimalism
Nonlinear narratives	Parody	Plot Structure
Postmodernism	Stream of Conscience	Villanelle

Materials & Texts

Required Texts and Resources

Common Texts and Resources – All 11th Graders

N/A

Common Course Texts and Resources – All 11th Graders in Advanced

Catcher in the Rye

Key selections from the textbook:

Historical Background of the time period

Part I – Short Stories – Choose 2 of the following

“The Life You Save May be Your Own”

“The First Seven Years”

“The Rock Pile”

“Everyday use”

Part II – Nonfiction – Choose 2 of the following

from *The Woman Warrior*

from *The Names*

“Mother Tongue”

“For the Love of Books”

Part III – Poetry – Choose 3 of the following

Allen Ginsberg

Robert Lowell

Richard Wilbur

Sylvia Plath

Anne Sexton

Theodore Roethke

Gwendolyn Brooks

Robert Hayden

Elizabeth Bishop

Supplemental Texts and Resources (use may vary)

A Raisin in the Sun

Death of a Salesman

This Boy's Life

A Streetcar Named Desire

Media, Technology, Web Resources

To be determined