



RADNOR TOWNSHIP SCHOOL DISTRICT
Course Overview

American Literature Honors
Course # 05010130



General Information:

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

Length: Full Year
Format: Meets Daily
Grade: 11

Course Description:

This course stresses two important areas in the background of a well-rounded English student: extensive study of American literature and intensive practice in a variety of writing forms and styles. Examination of literature involves chronology, genre, and themes. Students are expected to think critically, to analyze and synthesize ideas and information, and to read independently. A major purpose of the course is to develop perceptive readers who enjoy significant literature and articulate writers who can control and structure language in order to express critical responses to their reading. This course helps students develop mature analytical, expository, argumentative, and narrative writing that moves beyond the five-paragraph essay. Library work culminates in a thoroughly-documented research paper in which students synthesize aspects of the American experience.

Course Objectives:

- A. To apply techniques of class analysis to reading independently for understanding of historical development and authors, characters and themes, and figurative language/ literary devices.
- B. To use language for the structure of precise thought to produce and refine development of paragraphs, incorporating effective topic sentences, 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 with appropriately integrated 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 in written and oral discussion.
- E. To apply conventions of English grammar, syntax, and sentence structure and to develop skills in composition, including use of complete sentences, logical and accurate use of subordinate elements, and varied sentence structure.
- F. To cultivate fluency and voice in written work with personal and reflective, persuasive, informative, and/or analytical writing.
- G. To develop and apply vocabulary skills.
- H. To sharpen 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, thesis, accuracy, thoroughness, logic and reasoning.
- I. To work independently and with guidance in using multiple sources, evaluating and synthesizing essential ideas in order to develop a research paper. The research paper incorporates the writing process, proceeding through each step of the research process. Students independently select and evaluate sources, integrate secondary sources and primary sources to support arguments, and synthesize different kinds of support, as well as to document sources correctly according to the standards of the Modern Language Association (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 examination to test

their knowledge of rhetorical devices used in a historical speech given by Sojourner Truth.

Close Reading Common Assessment

Students will be given a cold passage to read and analyze on either the mid-term or the final examination to test their knowledge of a typical American literature fiction passage.

MLA Research and Skills Common Assessment

Students will be given a research topic on which to write a paper and will be graded on the content of their work and on their incorporation of MLA skills in regards to parenthetical citations, Works Cited page, and formatting.

PSAT Common Assessment

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

Other Possible Assessments

Discussion Activities
Reflective, Analytical, Expository, Persuasive Essays
Dialectical Journals
Vocabulary Exercises and/or Quizzes
Independent Reading
Oral Presentations
Objective Tests

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)

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

Common Course Texts (All students enrolled in the course)

1. *Norton Anthology of American Literature*
2. *Friday Night Lights*, by H.G. Bissinger
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 poems, as well as one nonfiction piece from among the following authors: Stephen Vincent Benet, Kate Chopin, Flannery O'Connor, Alice Walker, Richard Wright, Nathaniel Hawthorne, Edgar Allan Poe, 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, Gwendolyn Brooks, Gregory Corso, Emily Dickinson, Allen Ginsberg, Nikki Giovanni, Dudley Randall, Melvin B. Tolson, Robert Frost, John Wallace, William Faulkner, Stephen Crane (and more)

Supplemental Texts and Resources (optional)

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
The Glass Castle, by Jeannette Walls
Hotel on the Corner of Bitter and Sweet, by Jamie Ford
Their Eyes Were Watching God, by Zora Neale Hurston
A Lesson Before Dying, by Ernest Gaines
"Blue Winds Dancing," by Tom Whitecloud

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



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.
- Write persuasively in a way that expresses a qualified thesis that includes an acknowledgement of the “other side” of the issue (counterargument)

Assessments:

Common Assessments (All 11th graders)

Summer Reading Common Assessment – All students in American Literature will construct a written response to the summer reading book. Assessment will be scored according to a rubric.

Common Course Assessments (All Students in the Course)

Close Reading Informational Text – identification and interpretation of Native American myths.
Selection of Textual Evidence—writing expository prose that quotes from and cites a resource.

Other Possible Assessments

Formative Assessment:

- Journal as the first draft of the writing process

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.

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

Activities and Assignments

Options include

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 Native Americans 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 writer 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.

Terminology

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

Materials & Texts

Required Texts and Resources

Common Texts and Resources – All 11th Graders

N/A

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

A Lesson Before Dying by Ernest Gaines

Key selections from the textbook

Historical background of the time period

Part I – Meeting of Cultures

“The Earth on Turtle’s Back”

“When the Grizzlies Walked Upright”

from *The Navajo Origin Legend*

from *The Iroquois Constitution*

Part II – Puritan Influence

from “Of Plymouth Plantation”

“To My Dear and Loving Husband”

from “Sinners in the Hands of an Angry God”

“The Silencing of Mary Dyer”

Part III – A Nation is Born

“Speech in the Virginia Convention”

“Speech in the Convention”

“Poor Richard’s Almanac”

“Western Star”

Supplemental Texts and Resources (optional)

Friday Night Lights By H.G. Bissinger

“Autumn Begins in Martins Ferry, Ohio” by James Wright

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

“Huswifery” by Edward Taylor

from “The Interesting Narrative of the Life of Olaudah Equiano”

“The General History of Virginia” by John Smith

from “Of Plymouth Plantation” by William Bradford

from “The Autobiography” by Benjamin Franklin

“The Declaration of Independence” by Thomas Jefferson

from “The Crisis, Number 1” by Thomas Paine

“An Hymn to the Evening” by Phillis Wheatley
“To His Excellency, General Washington” by Phillis Wheatley

Media, Technology, Web Resources

Selected film versions of literature studied

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.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 elements of 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 and analyses of selected works of literature studied during the first semester.

Common Course Assessments – All 11th Graders in Honors

Oral presentation – Students will choose a topic of his/her choice and prepare an oral presentation.

Activities and Assignments

Options include

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 analytical essay in order to explore the importance of the settings in two Gothic pieces of literature.

Write an editorial – a persuasive article – in which the student argues 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.

Create a "found poem" reflecting understanding of the tenets of Transcendentalism.

Terminology

Alliteration	Anaphora	Assonance
Consonance	Diction	Free Verse
Paradox	Lyric Poetry	Onomatopoeia
Slant rhyme	Romanticism	Transcendentalism
	Off-rhyme	
	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 Honors

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 (optional)

Death of a Salesman by Arthur Miller
“The Raven” by Edgar Allan Poe
from “Moby-Dick” by Herman Melville
The Minister’s Black Veil” by Nathaniel Hawthorne
“A Psalm of Life” by Henry Wadsworth Longfellow
“The Tide Rises, The Tide Falls” by Henry Wadsworth Longfellow
“Thanatopsis” by William Cullen Bryant
“Old Ironsides” by Oliver Wendell Holmes
“The First Snowfall” by James Russell Lowell
from “Snowbound” by John Greenleaf Whittier
from “Nature,” by Ralph Waldo Emerson
from “Self-Reliance,” by Ralph Waldo Emerson
from “Concord Hymn,” by Ralph Waldo Emerson
from “The Snowstorm,” by Ralph Waldo Emerson
from *Walden*, by Henry David Thoreau
from *Civil Disobedience*, by Henry David Thoreau
“When I Heard the Learn’d Astronomer” by Walt Whitman
from “Song of Myself” by Walt Whitman
“The Brain—is wider than the Sky—“ by Emily Dickinson
“There’s a Certain Slant of light. . .” by Emily Dickinson
“The Soul selects her own Society—“ by Emily Dickinson

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.

Film versions of literature studied

**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.
- Demonstrate a cultivation of fluency and voice in written work.
- Gather and organize information and determine its validity and reliability.

Assessments:

Common Assessments – List and then describe – be specific

Assessment based on The Adventures of Huckleberry Finn – To be determined

Common Course Assessments – 11th Graders in Honors

Position Essay – Students will write a position paper in which they discuss the suitability of The Adventures of Huckleberry Finn as part of a high school curricular requirement

Other Possible Assessments (Label as formative or summative)

Formative:

- Discussion Activities
- Didactic Journals

Summative:

- Satire Project
- Students will write an essay based on the following: Suggested Prompt – Exaggeration, embellishment, and regional dialect are all techniques that can make a story humorous. Write an essay in which you examine Twain’s use of humor in The Adventures of Huckleberry Finn. Support your points about the effectiveness of each humorous technique, using examples from the novel to support your thesis. You must discuss all three techniques (exaggeration, embellishment, and regional dialect) and you must prove that they are effective for Twain’s purpose.

Activities and Assignments

Options include

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, allowing the reader to draw his or her own conclusions.

Using various resources, find recordings of spirituals and related art or illustrations and incorporate them into a slide presentation. Write a brief introduction for each song and a general introduction to the presentation as a whole.

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 a point presentation to present to the class.

Read Elizabeth Cady Stanton’s “Declaration of Sentiments and Resolutions” and write an essay comparing Stanton’s work to Thomas Jefferson’s “Declaration of Independence.” How does she use both the form and the original text to make her point?

Create a double entry journal using assumptions about war that people common have in one column and then, after reading “An Episode of War,” decide if you think the story poses challenges to those assumptions or whether it provides support for the critical view. Record those findings in the second column. Use evidence from the text to support your points.

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

Assimilation	Allegory	Allusion
Burlesque	Autobiography	Biography
Diary	Dramatic Monologue	Dialect
		Foibles

Hyperbole
Mood
Parody
Refrain
Satire

Incongruity
Narrative Poetry
Petrarchan (Italian) Sonnet
Regionalism
Social Commentary

Journal
Naturalism
Realism
Rhyme Scheme

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 Honors

Key selections from the textbook:

Historical Background of the time period

Contemporary Readings: “Why I am Good with the “N” Word” by John Ridley; “The Roots of Racism” by Raina Kelley; “Rethinking Race in the Classroom” by Allison Samuels; “Huck at a Hundred” by George F. Will; “ ‘Huck Finn’ is Tainted by 19th-century racism” by John Grant; “My First Conk” by Malcolm X; “Just Walk on By: Black Men and Public Space” by Brent Staples

Part I – A Nation Divided

From “Mary Chestnut’s Civil War”

“Recollection of a Private”

“A Confederate Account of the Battle of Gettysburg”

“An Episode of War”

“Go Down Moses”

“Swing Low, Sweet Chariot”

“Harriet Jacobs Owns Herself”

Part II – Forging New Frontiers

From “Life on the Mississippi”

From “How to Tell a Story”

“The Notorious Jumping Frog of Calaveras County”

from Lonesome Dove, by Larry McMurtry

“I Will Fight No More Forever” speech by Chief Joseph

Part III – Living in a Changing World

“Douglass”

“We Wear the Mask”

“Luke Havergal”

“Richard Cory”

“Lucinda Matlock”

“Richard Bone”

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 and organize information and determine its validity and reliability.

Assessments:

Common Assessments – All 11th Graders

N/A

Common Course Assessments – All 11th Graders in Honors

Assessment based on the study of F. Scott Fitzgerald's *The Great Gatsby* (to be determined)

Other Possible Assessments (Label as formative or summative)

Formative:

- Didactic Journals
- Discussion Activities

Summative:

- Harlem Renaissance multi-media project

Activities and Assignments

Options include

Critical Essay – Students will write a critical essay based on the following prompt:

An obsession is a thought, idea, or feeling that fills a person's mind and cannot be driven out. It is often concerned with an unreasonable idea or goal. Some obsessions, such a drive to succeed in a certain field of study or a sport, can be productive and lead to positive results. Other obsessions, such as a preoccupation with an unattainable goal, can lead to very negative results. Consider the obsession Dexter has with Judy in Faulkner's "Winter Dreams." Consider, too, the obsession he has for the things she represents. What eventual effect does this obsession have on Dexter's life? What comment(s) is Fitzgerald making in reference to the attainment of the American Dream? Cite evidence from the story as support.

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.

Research the Imagist Poets as well as the Imagist literary Movement – is it still in existence today?

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
Stream of Consciousness	Villanelle	

Materials & Texts

Required Text and Resources

Common Texts and Resources – All 11th Graders

N/A

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

The Great Gatsby

“Winter Dreams” by F. Scott Fitzgerald
“Race at Morning” by William Faulkner
“In Another Country” by Ernest Hemingway
“The Corn Planting” by Sherwood Anderson
“Nobel Prize Acceptance Speech” by William Faulkner
Key selections from the textbook:
Historical Background of the time period

Part I – Facing Troubled Times

The Imagist Poets
Ezra Pound
William Carlos Williams
H.D. (Hilda Doolittle)

Part II – From Every Corner of the Land

“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 & Authors

Langston Hughes
Lucille Clifton
Colleen McElroy
Claude McKay
Countee Cullen
from Dust Tracks on the Road by Zora Neale Hurston

Supplemental Texts and Resources (use may vary)

The Sun Also Rises or *A Farewell to Arms*
Death of a Salesman
The Things They Carried
Their Eyes Were Watching God

Media, Technology, Web Resources

Film versions of the literature studied
Multimedia project based on 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 and organize information and determine its validity and reliability.
- 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 Course Assessments – All 11th Honors

Research Course Common Assessment

Other Possible Assessment

Discussion Activities
Didactic Journals

Activities and Assignments

Options include

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	Theme	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 Honors

Key selections from the textbook:
Historical Background of the time period

Part I – Short Stories

“The Life You Save May be Your Own”
“The First Seven Years”
“The Rock Pile”
“Everyday Use”
“Ambush” from The Things they Carried by Tim O’Brien
“Average Waves in Unprotected Waters” by Anne Tyler
“Bidwell Ghost” by Louise Erdrich

Part II – Nonfiction

from *The Woman Warrior*
from *The Names*
“Mother Tongue”
“For the Love of Books”
“Graduation”
“Notes of a Native Son”

Part III – Poetry

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
Catcher in the Rye

Media, Technology, Web Resources

Films based on literature studied