Grade 11 English Language Arts  
English 11

Beginnings to 1800

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

5. Know that sin is an offense against God (CCC 1850).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

11. Respect all human life (CCC 2318).

12. Respect the integrity of all creation, including animals, plants, and all nature (CCC 2415).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

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

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.11-12.5. Analyze how an authors choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

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

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.11-12.5. 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.

Assess how point of view or purpose shapes the content and style of a text.

RI.11-12.6. Determine an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincolns Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

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

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.11-12.7. 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.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking & Listening

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

SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.

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

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

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

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

The unit offers an interpretation of the American spirit by the study of the country's writers from Native American literature through Colonial literature. The students will develop insights and independent thinking through emphasis on critical skills of reading, logical reasoning and writing with an emphasis on multiple informational texts as well as fictional texts. Students will also express this thinking through oral and written expression.

Unit Goals

1. Students will understand the lifestyles and belief systems of people during Colonial times.
2. Students will be able to recognize and apply their understanding of the Colonial lifestyle and belief systems to the literature read in this unit.
3. Students will identify an author's point of view in a text.
4. Students will recognize an author's use of literary techniques to shape the content and style of each text.
5. Students will recognize the role of religion in early American life.
6. Students will compare and contrast the experiences of early American settlers conveyed through primary sources.

Big Ideas

1. Literature reflects history/life
2. The American Dream
3. Exploration of new horizons
4. Point of view exhibited through writing style

Enduring Understandings

1. Early American literature consists mainly of letters, autobiographical narratives, sermons, poetry and political tracts, all of which are derived from daily life.
2. Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.
3. Effective readers use multiple methods to make sense of key ideas and details found within a text.
4. Europeans sought to explore unknown lands and conquer new countries.

Content

1. simile
2. allegory
3. apostrophe
4. parallelism
5. metaphor
6. conceit
7. extended metaphor
8. theme
9. creation story
10. autobiography
11. journal
12. poem
13. sermon
14. political tracts
15. speech
16. narrative

Resources

Skills

1. Summarize and discuss the central ideas found in each text to determine two or more themes.
2. Make connections between the themes and central ideas of the texts and the historical context.
3. Apply their understanding of multiple texts and apply similar themes and techniques in their own writing.
4. Sequence events and signal changes in time and place by using transition words, phrases, and clauses to show the relationships among experiences and events.
5. Create a coherent whole and build towards a particular tone and outcome using a variety of techniques, vivid description, and point of view.
6. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
7. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
8. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
9. Analyze how an authors choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
10. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
11. 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.
12. Determine an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
13. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincolns Second Inaugural Address) for their themes, purposes, and rhetorical features.

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

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).

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.

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

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.

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

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

Essential Questions

1. How do proficient readers read a text?
2. How do I know if I clearly understand what I read?
3. To what extent did the daily life of early American settlers influence the content and structure of their literature?
4. What causes people to expand their horizons and claim land?

Stage 2: Assessment Evidence

Puritan Sermon

Summative: Writing Assignment

Students will create a sermon for a fictional Puritan character using the literary techniques found throughout examples of colonial literature. This should be based on historical context of the time period being studied.

Open Note Reading Quizzes

Formative: Quiz

Students are quizzed on selections of reading using any notes taken during the reading process. This ensures that students are thinking about their reading through taking notes and ensure they are practicing pulling main ideas from a text.

Native American Creation Story

Summative: Writing Assignment

Students create a creation story based on the literary techniques used by Native Americans during this time period. Students will analyze different literary techniques in order to create their own.

Novel/End of Unit Exam

Summative: Unit Exam

Students will be tested on their understanding of the different texts and their themes.

Comparing/Contrasting Literary Works

Formative: Comparative Study

Students can create a chart comparing the attitudes and beliefs of various authors, citing specific details found in the text (i.e. comparing Jonathon Edwards and Anne Bradstreet).

Historical Context Research and Presentation

Formative: Research Project

In groups, students research background information with regard to the following topics: European Explorers, Puritanism, Theocracy, the Salem Witch Trials, etc. Students will present this information in any multimedia format available.

Puritan Travel Narrative

Summative: Writing Assignment

Students will assume the role of a pilgrim coming to the new world. They will create a narrative describing their journey from England to the new world. This narrative should be based on evidence from texts read in class.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Cooperative Learning: Have students break into groups and work collaboratively to research the standard of living during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice. (names, dates, locations, politics, arts/entertainment, literature, etc.) Research results can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
2. Guided Practice: Students will learn to look for the following details while reading informational texts which will be turned into notes: Names, Dates, Arts/Literature, Politics.
3. Cooperative Learning: Using role play activities, students can replicate a scene or scenario from one of the texts used in class (i.e. create a trial scene in the same fashion as the one from *The Crucible*).
4. Listening Activities: Students listen to various forms of literature so they recognize the differences in kinds of texts (i.e., sermons, speeches, etc.)
5. Note-taking/Outlining: If using a book with a historical introduction provided, students can be asked to take notes/outline the selection. This will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test.
6. Stop and Jot: For any texts read together as a class, teacher selects strategic points to stop and gives students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
7. Socratic Circles: Students prepare ten different questions about a reading to be used in a Socratic Circle discussion. Students should keep in mind that questions must reference specific evidence from the text and must require an extended response rather than a "yes" or "no."
8. Cooperative Learning Groups: In small groups, students will find examples of the various elements of American Romantic writing/ literary elements. Students can share these with the class and use these to open discussion about the themes of the texts.
9. Visual Representation: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Charting Learning: Students can monitor/chart and discuss reading strategies used to analyze poetry/short stories and share with classmates.
11. Charting Learning: Students will keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.
12. Jigsaw: In groups of five or six students each, students are assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research; another member covers figurative language; another student is assigned themes; this continues until each member has a role. Eventually each student will come back to his or her jigsaw group and present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
13. Discussion: Students will engage in a class discussion using the following questions: How do we read informational texts? How do we pull important details from a text and formulate those into notes? How do the lives of Native Americans and Puritans differ? How do these differences impact the literature?
14. Graphic Organizers: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). Examples can be compiled as a chart that students keep and continue to add to throughout the unit of study.
15. Cooperative Learning Groups: Students will create summaries or review main points of a text to be presented to the class, which can be used to begin discussion in class.

Technology Integration

1. Internet
2. Databases
3. Word Processing
4. PowerPoint
5. *The Crucible* (movie)
6. Audio (speeches, etc.)
7. iPads

Resources

**Suggested Resources:**

*Elements of Literature: Fifth Course* (Holt, Rinehart, Winston)

*Literature: American Literature Grade 11* (Holt, McDougal)

Poems/Short Selections:

*The Sky Tree* retold by Joseph Bruchac

*Coyote Finishes His Work* retold by Barry Lopez

*Of Plymouth Plantation* by William Bradford

*A Narrative of Captivity* by Mary Rowlandson

*Narrative of Olaudah Equiano* by Olaudah Equiano

*Here Follow Some Verses Upon the Burning of Our Hous*e by Anne Bradstreet

*Huswifery* by Edward Taylor

*Sinners at the Hands of an Angry God* by Jonathan Edwards

*Concord Hymn* by Ralph Waldo Emerson

*Speech to the Virginia Convention* by Patrick Henry

*The Declaration of Independence* by Thomas Jefferson

*On Being Brought from Africa to America* by Phillis Wheatley

*An Hymn to the Evening* by Phillis Wheatley

*To His Excellence General Washington* by Phillis Wheatley

Extended Texts:

*The Crucible* by Arthur Miller

*The Scarlet Letter* by Nathaniel Hawthorne

Resources

* The Natives and the English: Crash Course US History #3 (<https://www.youtube.com/watch?v=TTYOQ05oDOI>)

Grade 11 English Language Arts  
English 11

American Romanticism 1800-1840

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

12. Respect the integrity of all creation, including animals, plants, and all nature (CCC 2415).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

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

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincolns Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing

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

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

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

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.11-12.7. 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.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.11-12.8. 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.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking & Listening

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

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.3. Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Summary

This unit focuses on the transition into 19th century literature, known as American Romanticism with emphasis on the historical and social forces which shaped the writing and the use of the subject matter leading up to the Civil War. The students will develop insights and independent thinking through emphasis on critical skills of reading, logical reasoning, and writing with an emphasis on multiple informational texts as well fictional texts. Students will also express this thinking through oral and written expression.

Unit Goals

1. Students will understand the historical and social forces that shaped the change from Colonial Literature to American Romanticism.
2. Students will analyze the way historical context influenced literary works in the Romantic period.
3. Students will apply the relevance of the romantic era to present day conventions and literature.
4. Students will evaluate and compare Romantic and Rationalist points of view through discussion of literature.

Big Ideas

1. change in living conditions during the mid 1800's
2. American Romanticism
3. imagination

Enduring Understandings

1. Continued westward expansion and the development of city living impacted the style and content of literature being written during the American Romantic period.
2. The political climate, educational movements, and religious movements shaped the content of literature during the American Renaissance.
3. The American Renaissance is characterized by looking to nature, trusting intuitions, and declaring independence from other lands.

Content

1. characteristics of American Romantic writing
2. Romantic Hero
3. Rationalism
4. Romanticism
5. Transcendentalism
6. theme
7. alliteration
8. assonance
9. irony
10. imagery
11. figures of speech
12. metaphor
13. paradox
14. first person point of view
15. intuition
16. imagination
17. innocence
18. tone
19. sonnet

Resources

Skills

1. Analyze how particular word choices and style choices evoke a particular meaning or tone in a text.
2. Analyze Romanticism as a literary movement.
3. Identify, define and discuss the elements of American Romantic writing.
4. Analyze and compare two or more texts from the same time period that engage similar themes or topics.
5. Evaluate how the point of view of an author impacts his/her approach to a theme or topic found within this time period.
6. Identify elements of Transcendentalism.
7. Examine and interpret elements used to create mood, theme, imagery and allegory.

Essential Questions

1. How do westward expansion and the change to city living impact the style and content of literature being written during the American Renaissance period?
2. How do political, educational, and religious movements of the American Renaissance shape the content of literature during this time?
3. How do the themes of nature, intuition, and independence resonate through the literature written during the American Renaissance?

Stage 2: Assessment Evidence

Research Project/Paper

Summative: Research Project

Students can create a project or write a research essay on the historical climate relevant during this time period. This project could be based on the following topics: Westward Expansion, politics, arts and entertainment, inventions, etc.

American Romantic Hero Narrative

Summative: Written Assessment

Students will create a narrative including elements of American romantic writing, particularly the new romantic hero. After writing, students will define/highlight the characteristics of American romantic writing characteristics that were used throughout their narrative.

Socratic Seminar

Formative: Oral Assessment

Students are broken up into two groups: one group discusses the text based on questions they have previously developed, while the second group takes notes on the first group's discussion techniques and content. After the first session is completed, students switch and repeat the same process. After the Socratic seminar, the teacher can finish with any final talking points to close out the session. The final step is to have students work with a partner to suggest further discussion techniques for future discussions.

Literary Commentary

Formative: Cooperative Group Work

Students are given a poem that they have not seen before and are asked to create commentary on the following ideas: What is the primary significance of this passage?Identify any poetic techniques and relate them to the content.What are the effects of the dominant images used in this work?What are the important themes found in this work? Students will come back together and share their findings with a small group or whole class.

Stage 3: Learning Plan

Learning Experiences

1. Collaborative Learning: Students break into groups and work collaboratively to research the standard of living during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice (names, dates, locations, politics, arts/entertainment, literature, etc.). Their work can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
2. Independent Work: Students will practice reading and note-taking skills by looking for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.
3. Role Play Activities: Students can replicate a scene or scenario from one of the texts used in class (i.e., create a trial scene in the same fashion as the one from *The Crucible*).
4. Listening Activities: Using spoken examples of the various forms of literature, students recognize the differences in kinds of texts (i.e., sermons, speeches, etc.).
5. Independent Work: If using a book with a historical introduction provided, students can be asked to take notes/outline the selection, which will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test.
6. Stop and Jot: For any texts read together as a class, the teacher will select strategic points to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
7. Higher Level Questioning: Students prepare ten different questions on a reading assignment to be used in class discussion. Students should keep in mind that questions must reference specific evidence from the text and must require an extended response rather than a "yes" or "no."
8. Cooperative Learning: In small groups students will find examples of the various literary elements of American Romantic writing. Students can share these with the class and use these to open discussion about the themes of the texts.
9. Visual Representation: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Graphic Organizers: Students can monitor/chart and discuss reading strategies used to analyze poetry/short stories and share with classmates.
11. Charting Learning: Students will keep a reader's notebook charting the differences/similarities between authors, styles and content. This notebook can be used later for discussion, comparison between units, etc.
12. Jigsaw: Groups of five or six students each are assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research, another member covers figurative language, another student is assigned themes, continuing until each member has a role. Eventually each student will come back to his or her jigsaw group and will present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally reports can be presented to the whole class for further discussion.
13. Discussion: Students will discuss the following topics: How do we read informational texts? How do we pull important details from a text and formulate those into notes? How do the lives of those living during American Romanticism differ from the lives of those living today? How do these differences impact the literature?
14. Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). This information can be compiled as a chart that students keep and continue to add to throughout the unit of study.
15. Cooperative Learning Groups: In groups students can create summaries or review main points of a text to be presented to the class. This activity can be used to begin discussion in class.

Technology Integration

1. Internet browsers
2. data bases
3. PowerPoint
4. word processing software

Resources

**Suggested Texts**

Elements of Literature: Fifth Course

"Rip Van Winkle" by Washington Irving

*"*Thanatopsis*"* by William Cullen Bryant

*"*The Cross of Snow" by Henry Wandsworth Longfellow

"Snow Bound: A Winter Idyll" by John Greenleaf Whittier

*"*The Chambered Nautilus" by Oliver Wendell Holmes

"Old Ironsides" by Oliver Wendell Holmes

"Young Goodman Brown" by Nathaniel Hawthorne

Additional Resources

*The Last of the Mohicans* by James Fenimore Cooper

*The Legend of Sleepy Hollow (text/movie)* by Washington Irving

*The Scarlet Letter* by Nathaniel Hawthorne

*The Pioneers* by James Fenimore Cooper

*Uncle Tom's Cabin* by Harriet Beecher Stowe

Resources

* American Romanticism: Video (<http://www.youtube.com/watch?v=qbcN4uW9nrY>)

Grade 11 English Language Arts  
English 11

American Renaissance 1840-1860

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

11. Respect all human life (CCC 2318).

12. Respect the integrity of all creation, including animals, plants, and all nature (CCC 2415).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

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

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

RL.11-12.3. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

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

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.11-12.7. 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.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.11-12.8. 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.

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

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

Range of Writing 10. 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 tasks, purposes, and audiences.

W.11-12.10. 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 tasks, purposes

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This unit is closely connected to the American Romanticism unit but provides a more specific overview of the American Renaissance. This unit will be framed by examining the economic, political, and social changes that were transforming the United States. Additionally, students will investigate the growth of literacy and the expansion of education, the religious revival and the emergence of urban culture and transcendentalism.

Resources

Unit Goals

1. Students will understand the historical and social forces that shaped the American Renaissance.
2. Students will understand the way historical context influenced literary works in the pre-Civil War era.
3. Students will understand the relevance of the American Renaissance to contemporary culture.

Big Ideas

1. America's expansion toward new frontiers
2. The price of progress on the soul

Enduring Understandings

1. Continued westward expansion and the development of city living impacted the style and content of literature being written during the American Renaissance period.
2. The political climate, educational movements and religious movements shape the content of literature during the American Renaissance.
3. The American Renaissance is characterized by looking to nature, trusting intuitions, and declaring independence from other lands.

Content

1. Transcendentalism
2. symbolism
3. theme
4. Romanticism
5. characteristics of American Romantic writing
6. Romantic hero
7. Rationalism
8. intuition
9. imagination
10. imagery
11. aphorism
12. figures of speech
13. metaphor
14. paradox
15. first person point of view
16. parable
17. innocence
18. tone
19. sonnet
20. gothic novel
21. Dark Romanticism

Skills

1. Analyze how particular word choices and style choices evoke a particular meaning or tone in a text.
2. Identify, define, and discuss the elements of American Romantic writing.
3. Analyze and compare two or more texts from the same time period that engage similar themes or topics.
4. Evaluate how the point of view of an author impacts his/her approach to a theme or topic found within this time period.
5. Apply strategies to formulate ideas and compose clear and logical writing.
6. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
7. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
8. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
9. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
10. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

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

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

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

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

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

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

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 tasks, purposes.

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.

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.

Essential Questions

1. How do westward expansion and the change to city living impact the style and content of literature being written during the American Renaissance period?
2. How do political, educational, and religious movements of the American Renaissance shape the content of literature during this time?
3. How do the themes of nature, intuition and independence resonate through the literature written during the American Renaissance?

Stage 2: Assessment Evidence

Essay: Edgar Allen Poe and the American Renaissance

Summative: Essay

Students can select one of Poe's short stories and compose an essay analyzing the following: Identify a central theme found throughout the selected short storyDiscuss how this theme represents the characteristics of American Romanticism/Renaissance

Journal Responses

Formative: Reflective Writing

Students can be prompted by specifically tailored questions or this can be composed as a free write for students to respond to the literature read during this unit. This works particularly well with the poetry, as it allows students to think about how they personally connect with the concepts that are engaged throughout the poem.

Switching Genres

Summative: Project

Students are asked to take a text read throughout this unit and re-tell it by adapting it to another genre/style. For example, students may take a short story and turn it into a poem or vice versa. The re-telling may be creative, but must keep the integrity of the original text (theme, characters, tone, etc.).

Research: American Renaissance

Summative: Project

Students research the American Renaissance: politics, education, religion, inventions, authors, etc. and create a project to represent this information. The project can be created in multiple formats: movie, poster, PowerPoint, etc.

Literary Commentary

Summative: Comparative Study

Students are given a poem that they have not seen before and are asked to create commentary on the following ideas: What is the primary significance of this passage?Identify any poetic techniques and relate them to the content.What are the effects of the dominant images used in this work?What are the important themes found in this work? Students will come back together and share their findings with a small group or whole class.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Collaborative Learning: Students break into groups and work collaboratively to research standard living during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice (names, dates, locations, politics, arts/entertainment, literature, etc.). Their findings can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
2. Independent Work: Students will learn to look for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.
3. Role Play Activities: Students can replicate a scene or scenario from one of texts used in class (i.e., create a trial scene in the same fashion as the one from *The Crucible*).
4. Guided Listening: Students listen to spoken examples of the various forms of literature so they recognize the differences in kinds of texts (i.e. sermons, speeches, etc.).
5. Independent Work: If using a book with a historical introduction provided, students can be asked to take notes/outline the selection. This will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test.
6. Stop and Jot: For any texts read together as a class, the teacher selects strategic points to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
7. Socratic Seminar: Students prepare ten different questions on a reading to be used in class discussion. Students should keep in mind that questions must reference specific evidence from the text and must require an extended response rather than a "yes" or "no."
8. Cooperative Learning: In small groups students will find examples of the various elements of American Romantic writing/literary elements. Students can share these with the class and use these to open discussion about the themes of the texts.
9. Visual Representation: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Graphic Organizer: Students can monitor/chart and discuss reading strategies used to analyze poetry/short stories and share with classmates.
11. Graphic Organizer: Students keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.
12. Jigsaw: In small groups of five or six, students are assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research, another member covers figurative language, another student is assigned themes; this continues until each member has a role. Eventually each student will come back to his or her jigsaw group and present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
13. Discussion: As a class students discuss: How do we read informational texts? How do we pull important details from a text and formulate those into notes? How do the lives of people in the American Renaissance differ from our lives today? How do these differences impact the literature?
14. Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). The information can be compiled as a chart that students keep and continue to add to throughout the unit of study.
15. Collaborative Learning: In groups, students create summaries or review main points of a text to be presented to the class. This activity can be used to begin discussion in class.

Technology Integration

1. Internet
2. word processing software
3. PowerPoint

Resources

**Suggested Text**

*Elements of Literature: Fifth Course* (Holt, Rinehart, Winston)

*Literature: American Literature Grade 11* (Holt, McDougal)

Poems/Short Selections:

*"*Nature" by Ralph Waldo Emerson

"Self Reliance" by Ralph Waldo Emerson

"Resistance to Civil Government" by Henry David Thoreau

*"Walden, or Life in the Woods"* by Henry David Thoreau

"The Minister's Black Veil" by Nathaniel Hawthorne

"Billy Budd" by Herman Melville

"The Raven" by Edgar Allen Poe

"Annabel Lee" by Edgar Allen Poe

Additional Texts:

*Moby Dick* by Herman Mellville

*Collected Short Stories of Edgar Allen Poe*

Art, Music and Media

*Niagara by* Frederic Church

*The Lackawanna Valley by* Asher Durand

*Looking Down Yosemite Valley by* Albert Bierstadt

*Romantic Landscape with Ruined Tower by* Thomas Cole

Resources

* The Dark Romantics in American Literature (<http://education-portal.com/academy/lesson/the-dark-romantics-in-american-literature.html>)

Grade 11 English Language Arts  
English 11

New American Poetry to Realism 1855-1870

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

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

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

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

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.11-12.5. 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.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincolns Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

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

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

Range of Writing 10. 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 tasks, purposes, and audiences.

W.11-12.10. 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 tasks, purposes

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Speaking & Listening

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

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.3. Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

As the timeline continues, this unit will cover literature that is influenced by the growing conflict between North and South that ended in the Civil War and resulted in the rise of realism. Students will develop insights and independent thinking through emphasis on critical skills of reading, logical reasoning, and writing with an emphasis on multiple informational texts as well fictional texts. Students will also express this thinking through oral and written expression.

Unit Goals

1. Students will understand the historical and cultural contexts of the change from romanticism to realism.
2. Students will analyze tone, elements of style, and figurative language.
3. Students will evaluate free verse writing.
4. Students will analyze primary sources and author's purpose.
5. Students will analyze narrative elements: theme, structure, conflict, and characterization.

Big Ideas

1. Central conflicts during Civil War Era
2. America's transition to realism

Enduring Understandings

1. The Civil War was a clash of armies, but also ideas.
2. The rise of realism occurs as a result of the reality of war and its effects on everyday living.

Content

1. tone
2. simile
3. metaphor
4. perspective
5. conflict
6. free verse
7. parallelism
8. repetition
9. poetic devices
10. images/imagery
11. rhythm
12. personification
13. allusion
14. style
15. word choice
16. author's purpose
17. connotation
18. inference
19. suspense
20. characterization
21. antonym
22. simile
23. diction
24. paraphrase
25. purpose
26. sensory details

Skills

1. Read closely and find answers explicitly in text and those that require an inference.
2. Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.
3. Define literary terms and their application within a text.
4. Analyze how an author's choice in specific words and structure aid in the meaning and aesthetic impact.
5. Identify and compare two or more texts from the same time period that deal with similar topics and themes.
6. Determine and apply close reading strategies.
7. Analyze how central ideas develop over the course of a text.
8. Create questions and locate key textual evidence to contribute to class discussion.
9. Propel conversation by offering diverse perspectives and clarifying, verifying, or challenging ideas.
10. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
11. Provide an objective summary of the text.
12. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
13. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
14. Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
15. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
16. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
17. Draw evidence from literary or informational texts to support analysis, reflection, and research.
18. 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 tasks, purposes, and audiences.

Essential Questions

1. What opposing ideals are represented in literature as a result of the Civil War?
2. How did the Civil War impact daily living?
3. How do the changes in daily living, due to the Civil War, create the shift from romanticism to realism?

Stage 2: Assessment Evidence

Music and Lyrics

Summative: Project

Have students select a song(s) that would represent similar themes and ideas as one of the texts read during this unit. Students should print a copy of the lyrics and write a reflection on how the chosen song represents the text from class.

Socratic Seminar

Formative: Oral Assessment

As preparation, students create at least ten questions, on the synthesized and evaluative level, covering the texts read for the lesson. In class, students will be broken into two groups. Group one will discuss the selected text for the day using their questions. Simultaneously, group two can do any of the following: take notes, write down additional talking points or rank/critique the first group on their discussion techniques. When group one is finished, the groups switch and assume the opposite role. After both groups have completed each process, the teacher can continue the discussion as a whole class and allow students to give feedback about the discussion and discussion techniques.

Storyboard

Summative: Project

Students can use any selected text and create a frame by frame story (comic strip) representing the important elements and plot points found in the selected text. This should be a colorful and creative process.

America Before, America Now

Formative: Cooperative Group Work

After reading any selected poem or story from this unit (particularly using I Hear America Singing) have students compare what America looks like during the Civil War to what America looks like today. They can use a graphic organizer to record their ideas. Students can use this brainstorming activity to create their own poem representing America today. Students can incorporate poetic devices and literary elements used in the poetry during this unit. Finally, allow students to share their work with the class.

Stage 3: Learning Plan

Learning Experiences

1. Collaborative Learning: Students break into groups and work collaboratively to research the standard of living during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice (names, dates, locations, politics, arts/entertainment, literature, etc.). Their findings can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
2. Independent Work: Students will learn to look for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.
3. Role Play Activities: Students can replicate a scene or scenario from one of the texts used in class (i.e. create a trial scene in the same fashion as the one from *The Crucible*).
4. Guided Listening: Students listen to spoken examples of the various forms of literature so they recognize the differences in kinds of texts (i.e. sermons, speeches, etc.).
5. Independent Work: If using a book with a historical introduction provided, students can be asked to take notes/outline the selection. This will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test.
6. Stop and Jot: For any texts read together as a class, the teacher selects strategic points to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
7. Socratic Seminar: Students prepare ten different questions on a reading to be used in class discussion. Students should keep in mind that questions must reference specific evidence from the text and must require an extended response rather than a "yes" or "no."
8. Cooperative Learning: In small groups students will find examples of the various elements of New American Poetry. Students can share these with the class and use these to open discussion about the themes of the texts.
9. Visual Representation: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Graphic Organizer: Students can monitor/chart and discuss reading strategies used to analyze poetry/short stories and share with classmates.
11. Graphic Organizer: Students keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.
12. Jigsaw: In small groups of five or six, students are assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research, another member covers figurative language, another student is assigned themes; this continues until each member has a role. Eventually each student will come back to his or her jigsaw group and present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
13. Discussion: As a class students discuss: How do we read informational texts? How do we pull important details from a text and formulate those into notes? How do the lives of people in the American Renaissance differ from our lives today? How do these differences impact the literature?
14. Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). The information can be compiled as a chart that students keep and continue to add to throughout the unit of study.
15. Collaborative Learning: In groups, students create summaries or review main points of a text to be presented to the class. This activity can be used to begin discussion in class.

Technology Integration

1. Internet
2. word processing software
3. PowerPoint

Resources

**Suggested Texts**

*Elements of Literature: Fifth Course* (Holt, Rinehart, Winston)

*Literature: American Literature Grade 11* (Holt, McDougal)

Poems/Short Selections:

"I Hear America Singing" by Walt Whitman

"Song of Myself" by Walt Whitman

"I Taste Liquor Never Brewed" by Emily Dickinson

"Because I Could Not Stop for Death" by Emily Dickinson

"I Heard a Fly Buzz" by Emily Dickinson

"An Occurrence at Owl Creek Bridge" by Ambrose Bierce

"The Gettysburg Address" by Abraham Lincoln

*"*The Emancipation Proclamation" by Abraham Lincoln

"Letter to His Son" by Robert E. Lee

"Letter to Sarah Ballou" by Sullivan Ballou

Extended Texts:

*The Narrative of the Life of Frederick Douglass* by Frederick Douglass

*Incidents in the Life of a Slave Girl* by Harriet Jacobs

*The Red Badge of Courage* by Stephen Crane

Resources

* Poetry Foundation (<http://www.poetryfoundation.org/>)

Grade 11 English Language Arts  
English 11

Naturalism 1870-1910

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

11. Respect all human life (CCC 2318).

12. Respect the integrity of all creation, including animals, plants, and all nature (CCC 2415).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

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

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

RL.11-12.3. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

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

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

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

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.11-12.7. 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.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.11-12.8. 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.

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

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

W.11-12.9a. Apply grades 1112 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics).

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2b. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies.

L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

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

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening

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

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

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

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

Occurring in the late nineteenth century, the post-Civil War period saw the nation reunited and transformed. Writers responded by attempting to preserve in their writing the distinct character of America's regions and to come to terms with some of its harsh new realities through the literature of the time. Students will develop insights and independent thinking through emphasis on critical skills of reading, logical reasoning and writing with an emphasis on multiple informational texts as well fictional texts. Students will also express this thinking through oral and written expression.

Unit Goals

1. Students will understand naturalism as a literary movement.
2. Students will understand the significant changes in roles of women, industry, and poverty during the post-Civil War era.
3. Students will understand rhetorical techniques in literature.
4. Students will understand literary elements: setting, plot, conflict, theme, tone and character development.

Big Ideas

1. aftermath of the Civil War
2. changing roles of women
3. poverty and oppression
4. change in industry
5. naturalist movement

Enduring Understandings

1. Naturalist literature seeks to come to terms with the harsh realities of life after the Civil War.
2. Literature can reflect the nuances of a specific region as well as determine its impact on the individual.
3. Literature can be written as a vehicle for social change, challenging beliefs, and values of society.

Content

1. Reconstruction
2. Realism
3. Naturalism
4. inference
5. hyperbole
6. irony: dramatic, situational, verbal
7. tone
8. diction
9. setting
10. characterization
11. regionalism
12. fixed expression
13. theme
14. mood
15. point of view
16. connotation

Skills

1. Read closely and find answers explicitly in text and those that require an inference.
2. Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.
3. Define literary terms and their application within a text.
4. Analyze how an author's choice in specific words and structure aid in the meaning and aesthetic impact.
5. Identify and compare two or more texts from the same time period that deal with similar topics and themes.
6. Determine and apply close reading strategies.
7. Analyze how central ideas develop over the course of a text.
8. Create questions and locate key textual evidence to contribute to class discussion.
9. Propel conversation by offering diverse perspectives and clarifying, verifying or challenging ideas.
10. Present information maintaining objective tone and formal style, including an introduction, supporting details, transitions, and a conclusion.
11. Organize claims, counterclaims, reasons, and evidence into a logical sequence.
12. Analyze substantive topics or texts to determine an argument that causes or has caused debate in society.
13. Analyze irony, hyperbole, and understatement.
14. Analyze an author's perspective.
15. Analyze primary sources.
16. Analyze how an author's choice of genre or text structure affects the expression of a theme or topic.
17. Read and understand analogies.
18. Discriminate between connotative and denotative meanings of words.

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

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

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

Provide a concluding statement or section that follows from and supports the argument presented.

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

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

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

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

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

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

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Essential Questions

1. How did the quality of living change in post Civil War society and how did that impact the literature during this time?
2. What does it mean to be an American after the American Civil War?
3. What prompted naturalism as a literary movement?
4. How are the changing roles of women depicted in literature during this time?
5. How do the characters, dialect, customs and topography promote local color or Regionalism?
6. How can literature be a vehicle for social change, challenging the beliefs and values of society?

Stage 2: Assessment Evidence

Classroom Newspaper

Summative: Project

Students can work individually or in small groups to create written articles which will culminate in a classroom newspaper. The following can be suggested topics: Recounting of historical events which occurred during this time written as if they are currently happeningLiterary review of authors relevant to this time period (based on texts read for this unit)Comic strip adaptations of texts read in class (Any category or topic that fits the purpose of your class unit) When all of the students are finished, teams can be created to compile these works as one newspaper that can be given to each student.

Essay:

Summative: Writing Assignment

Students can create an essay discussing any of the following topics related to this unit: Mark Twain's use of irony in his writingThe emergence of the naturalist movement within writingSocial struggles reflected through multiple forms of literatureCompare and contrast specific texts from this unit to those in previous units, focusing on the shift in content and structure. Depending on the topic, students can be required to incorporate outside resources and citation devices.

Vocabulary in Context

Formative: Graphic Organizer

Students can create a log of in-text vocabulary incorporating three columns: term, definition and in-text example. This can be continually referenced throughout the unit when needed.

Socratic Seminar

Formative: Oral Assessment

As preparation, students create at least ten questions, on the synthesized and evaluative level, covering the texts read for the lesson. In class, students will be broken into two groups. Group one will discuss the selected text for the day using their questions. Simultaneously, group two can do any of the following: take notes, write down additional talking points or rank/critique the first group on their discussion techniques. When group one is finished, the groups switch and assume the opposite role. After both groups have completed each process, the teacher can continue the discussion as a whole class and allow students to give feedback about the discussion and discussion techniques.

Text Analysis

Formative: Graphic Organizer

Students can create or be given a graphic organizer with the following categories: ConflictCharacterSettingPoint of ViewSymbolTitleAuthor As the students read, they can work with groups or independently, filling in examples of evidence for each category. This can be used as the basis of discussion or additional writing or research.

Roles of Women: Comparing and Contrasting

Formative: Cooperative Group Work

Students can compare the roles of women in the pre-Civil War era, post Civil War era and today. This can extend to analyzing these roles in literature during those times. This activity can be modified to other topics, such as: literary movements, poverty/oppression, industry, etc.

Stage 3: Learning Plan

Learning Experiences

1. Collaborative Learning: Students break into groups and work collaboratively to research standard living during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice (names, dates, locations, politics, arts/entertainment, literature, etc.). Their findings can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
2. Independent Work: Students will learn to look for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.
3. Role Play Activities: Students can replicate a scene or scenario from one of the texts used in class (i.e., create a trial scene in the same fashion as the one from *The Crucible*).
4. Guided Listening: Students listen to spoken examples of the various forms of literature so they recognize the differences in kinds of texts (i.e., sermons, speeches, etc.).
5. Independent Work: If using a book with a historical introduction provided, students can be asked to take notes/outline the selection. This will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test.
6. Stop and Jot: For any texts read together as a class, the teacher selects strategic points to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
7. Socratic Seminar: Students prepare ten different questions on a reading to be used in class discussion. Students should keep in mind that questions must reference specific evidence from the text and must require an extended response answer rather than a "yes" or "no."
8. Cooperative Learning: In small groups students will find examples of the various elements of Naturalism. Students can share these with the class and use these to open discussion about the themes of the texts.
9. Visual Representation: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Graphic Organizer: Students can monitor/chart and discuss reading strategies used to analyze poetry/short stories and share with classmates.
11. Graphic Organizer: Students keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.
12. Jigsaw: In small groups of five or six, students are assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research, another member covers figurative language, another student is assigned themes; this continues until each member has a role. Eventually each student will come back to his or her jigsaw group and present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
13. Discussion: As a class students discuss: How do we read informational texts? How do we pull important details from a text and formulate those into notes? How do the lives of people in the post-Civil War era differ from our lives today? How do these differences impact the literature?
14. Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). The information can be compiled as a chart that students keep and continue to add to throughout the unit of study.
15. Collaborative Learning: In groups, students create summaries or review main points of a text to be presented to the class. This activity can be used to begin discussion in class.

Technology Integration

1. Internet
2. word processing software
3. PowerPoint
4. digital media programs

Resources

**Suggested Texts:**

*Elements of Literature: Fifth Course* (Holt, Rinehart, Winston)

*Literature: American Literature Grade 11* (Holt, McDougal)

Poems/Short Selections:

*"*The Notorious Jumping Frog of Calavaras County*"* by Mark Twain

"What Stumped the Bluejays" by Mark Twain

"A Wagner Matinee" by Willa Cather

"The Open Boat" by Stephen Crane

"The Law of Life" by Jack London

"The Story of an Hour" by Kate Chopin

"Joyas Validoras" by Brian Doyle

"The Yellow Wallpaper" by Charlotte Perkins Gilman

"April Showers" by Edith Wharton

"Roman Fever" by Edith Wharton

Extended Texts:

*The Adventures of Huckleberry Finn* by Mark Twain

*The Awakening* by Kate Chopin

*Ethan Frome* by Edith Wharton

*Daisy Miller* by Henry James

*The Call of the Wild* by Jack London

*Sister Carrie* by Theodore Dreiser

*The Autobiography of Mark Twain* by Mark Twain

*Life on the Mississippi* by Mark Twain

Resources

* American Literature (<http://study.com/academy/topic/realism-in-literature.html>)

Grade 11 English Language Arts  
English 11

Research Paper

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

7. Assume personal responsibility (CCC 1914).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Informational Text

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

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Assess how point of view or purpose shapes the content and style of a text.

RI.11-12.6. Determine an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Writing

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

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

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

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.11-12.7. 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.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.11-12.8. 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.

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

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

W.11-12.9a. Apply grades 1112 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics).

W.11-12.9b. Apply grades 1112 Reading standards to literary nonfiction (e.g., Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]).

Range of Writing 10. 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 tasks, purposes, and audiences.

W.11-12.10. 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 tasks, purposes

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies.

L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

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

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

Students will learn basic research techniques and complete a multi-step process including: brainstorming, MLA resource note cards or an electronic equivalent, MLA note cards or an electronic equivalent, an outline and works cited page, culminating in the composition of a research paper following the MLA format.

Unit Goals

1. Students will understand the process of creating a research paper.
2. Students will understand the concept of academic integrity.
3. Students will understand how to document resources to ensure academic integrity.

Big Ideas

1. MLA format
2. research process
3. academic integrity

Enduring Understandings

1. Research papers can be developed about many different topics.
2. There are many forms of pre-writing methods.
3. All academic essays follow a specific format or structure.
4. The thesis statement defines and drives the purpose of any essay.
5. Research and textual evidence create support for the arguments in an essay.
6. The MLA format provides formal structure for an essay and requires the writer to give credit to outside sources used as support for an essay in order to ensure academic integrity.
7. All writing needs to be revised and edited before a final draft is submitted.

Content

1. brainstorming
2. mapping
3. thesis statement
4. topic sentence
5. evidence
6. introduction
7. conclusion
8. questioning techniques
9. revision
10. editing
11. proofreading
12. organization
13. development
14. audience
15. purpose
16. topic
17. narrow/broad topic
18. MLA format
19. secondary source
20. primary source
21. reliability
22. evaluation
23. analysis
24. source
25. informational text
26. bias
27. chronological order
28. cause and effect
29. comparison and contrast
30. problem solution
31. outline
32. supporting details
33. source cards
34. note cards
35. paraphrase
36. quote
37. summary
38. plagiarism
39. fact
40. opinion
41. academic integrity

Resources

Skills

1. Analyze substantive topics or texts to determine an argument that causes or has caused debate in society.
2. Choose a side of an argument, identify precise, knowledgeable claims, and establish significance of the claims.
3. Organize claims, counterclaims, reasons and evidence into a logical sequence.
4. Present an argument in a formal style and objective tone.
5. Create cohesion and clarify relationships among claims and counterclaims using transitions and varied syntax.
6. Choose a topic and identify and select the most significant and relevant information to develop for a specific audience.
7. Compose a clear and logical piece of writing that demonstrates understanding of a concept or writing style.
8. Apply pre-writing strategies to formulate ideas.
9. Analyze his/her own writing by checking for errors in capitalization, spelling, grammar, punctuation, etc.
10. Determine the credibility of a source.
11. Define and avoid plagiarism by putting ideas into my own words.
12. Follow a standard format to create a works cited page in MLA format.
13. Use advanced searches with multiple authoritative print/digital sources effectively to gather information needed to support research.
14. Effectively include textual evidence to strengthen one's analysis and writing.
15. Analyze a rubric to determine an assignment's requirements.
16. Identify types of research materials best suited for specific needs.
17. Choose appropriate research tools for locating materials.
18. Create and use effective search strategies.
19. Locate research materials (online, in the library, and using library services).
20. Evaluate appropriate research materials for a specific topic.
21. Organize evidence and use it in support of an argument.
22. Correctly cite sources in MLA format.
23. Compose a cohesive research paper.
24. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
25. Determine an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
26. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
27. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
28. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Resources

* Questia: How to Write a Research Paper: Overcoming procrastination (<http://www.youtube.com/watch?v=20ouuiWKD1I>)

Essential Questions

1. How can a topic of interest be developed into a research paper?
2. What are effective pre-writing methods?
3. What is the structure of a research paper?
4. How does a thesis drive a research paper?
5. How can research/textual evidence create more support for my paper?
6. What is MLA format and why is it important?
7. What are strategies for effective revision?
8. What is academic integrity and why is it important?
9. How does personal responsibility fit in with academic integrity?

Stage 2: Assessment Evidence

Research Paper Brainstorm

Formative: Graphic Organizer

Students can brainstorm ideas which they may choose to expand in a full length research paper. (This can be literary, research or career based depending on the teacher's preference).

Thesis Statement

Formative: Writing Assignment

Students will create a thesis statement which includes the two necessary parts: the topic and opinion. It should either illustrate the thesis points that will be discussed throughout the essay or encompass those ideas in this one statement. This will be the driving force behind their essay.

MLA Resource Note Cards

Formative: Research Project

Students will use many different techniques to research any resources that can be integrated as support for the essay (suggested parameters: use of varied sources of information, academic resources only, use of multiple resources). Once the resources have been selected, students will create an MLA resource note card (or electronic equivalent) representing the citation information for each resource. This will be used for reference in the paper as well as for the creation of the works cited page.

MLA Note Cards

Formative: Research Project

After selecting the specific resources to be used within the essay, students will take notes on each resource. The ultimate goal is to have students find specific support for the essay. Each card (or electronic equivalent) should be created in MLA format denoting the page numbers and resource numbers necessary to identify the resource from which the note is derived.

Outline

Formative: Writing Assignment

Students will use the thesis statement/thesis points and the MLA note cards to create an outline in MLA format. The outline should include any sub topics the student wishes to discuss in the essay, as well as any relevant evidence which will support the argument.

Research Essay

Summative: Persuasive Writing

Students will complete a full scale research paper incorporating outside resources in support of an argument. This essay can be modified to fit the needs of any topic, including literary topics. The final draft of this essay should be in MLA format and include a works cited page.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Direct Instruction: Students will review the five paragraph essay structure and learn how it expands into a longer essay.
2. Peer Partner Learning: Students can practice taking simple arguments and writing a paragraph using outside resources as practice for the essay. Students can share their work with the whole class and critique it together or between partners.
3. Learning Centers: Students should be placed in groups and will have three minutes to move from station to station. Each station could have any of the following: different types of introduction/conclusion, different excerpts of research papers, different kinds of resources (academic/non-academic), different genres of writing, etc. As students move from station to station, they are looking to critique the selections at each station. In conclusion, the students can come back together as a whole class and discuss their findings.
4. Cooperative Learning Groups: In groups students will receive a sample research paper and highlight in different colors and label the structure of the essay. For example, highlight the following: introduction, thesis statement, topic sentences, evidence, citations, conclusion, etc. The students will be able to see the essay structure at work as a whole.
5. Demonstrations: Students will be presented with strategies for researching within the school library, county library, and potential research databases.
6. Library Research Folder: Students create a portfolio containing any handouts or examples provided throughout the course of the research unit. This can be organized using a table of contents. The teacher can collect this and check for organization, but this can serve as a reference for students on the writing process.

Resources

Technology Integration

1. research databases: EBSCO Host, Blooms Literary Database, Library Catalogs
2. word processing software
3. PowerPoint
4. SmartBoard

Resources

Resources

**Suggested Texts:**

*MLA Handbook for Writers of Research Papers* (most current edition)

*Writing a Research Paper: A Step by Step Approach* by Sadlier-Oxford

Resources

* Scaffolding Methods for Research Paper Writing (<http://www.readwritethink.org/resources/resource-print.html?id=1155>)

Grade 11 English Language Arts  
English 11

The Moderns 1900-1940

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

7. Assume personal responsibility (CCC 1914).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

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

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

RL.11-12.3. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.11-12.5. Analyze how an authors choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Assess how point of view or purpose shapes the content and style of a text.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

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

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.11-12.5. 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.

Assess how point of view or purpose shapes the content and style of a text.

RI.11-12.6. Determine an authors point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)

RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincolns Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

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

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.11-12.7. 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.

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

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

W.11-12.9a. Apply grades 1112 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics).

W.11-12.9b. Apply grades 1112 Reading standards to literary nonfiction (e.g., Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]).

Range of Writing 10. 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 tasks, purposes, and audiences.

W.11-12.10. 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 tasks, purposes

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies.

L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

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

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening

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

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.3. Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

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

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This unit traces the emergence of American modernism, including literature from World War I, and tracks the literature of "disillusionment" that followed the war. By recognizing the social and literary implications that led to the Modern movement, students will understand how Modernism grew out of former literary movements. This unit is particularly designed to expose the students to literature that reflects the politics and society of the time period, 1900-1940s. Students should be led to analyze themes, employ literary devices, use higher order thinking skills, and understand plot structure, characterization, and social implications of the text. The most important understanding students should take away from this unit is how literature can portray and criticize society.

Unit Goals

1. Understand the Harlem Renaissance and modernism as literary movements.
2. Understand literary elements, including tone, theme, diction, voice, mood, irony, imagery, setting, and character development.

Big Ideas

1. Modernist Movement
2. Harlem Renaissance
3. Poetic conventions

Enduring Understandings

1. Using strategies for constructing meaning will help readers connect what they have learned in the past.
2. Literature transmits ideas, reflects societies and eras, and expresses the human imagination.
3. Good listening and speaking skills are essential to sending, receiving, and understanding messages.
4. The Modern movement consisted of new ideas from many different people who all struggled with some aspect of society in the first half of the 20th century.
5. The Harlem Renaissance was a specific part of the Modern movement and developed out of a growing desire on the part of African Americans to establish their own identity as a people within the broader context of America.
6. Poets use figurative language and sound devices to portray aspects of life and culture and their attitude towards them.
7. Literature is often directly influenced by political events of the time period.
8. Literature can interpret and criticize social conditions of a time period.
9. Personal struggles, beliefs, and identities can be conveyed through writing.

Content

1. components of the Modern movement
2. important authors of the Modern movement such as Ernest Hemingway and F. Scott Fitzgerald
3. causes and effects of the Harlem Renaissance
4. strategies used for constructing meaning before, during and after reading
5. important authors of the Harlem Renaissance such as Langston Hughes, Zora Neale Hurston, Gwendolyn Brooks
6. figurative language
7. simile
8. metaphor
9. imagery
10. personification
11. rhyme
12. rhythm
13. alliteration
14. assonance
15. consonance
16. political events of the time period (1900-1940s)
17. social conditions of the time period (1900-1940s)

Skills

1. Identify and evaluate the components of the Modern movement.
2. Identify and evaluate the causes and effects of the Harlem Renaissance.
3. Explain how the Harlem Renaissance is a part of the Modern movement and why it became its own entity.
4. Recognize how poets use figurative language and sound devices to convey meaning.
5. Interpret poems and stories and make connections to the time period as well as to their own lives.
6. Draw conclusions about social conditions of the time period.
7. Identify and analyze literary elements, including tone, theme, diction, voice, mood, irony, imagery, setting and character development.
8. Identify and analyze rhyme scheme in poetry.
9. Identify and analyze authors' different styles.
10. Interpret and analyze modern, narrative, and imagist poetry.
11. Identify and analyze author's purpose and viewpoint.
12. Distinguish literal from figurative meaning.
13. Make inferences and draw conclusions about implicit and explicit ideas.
14. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
15. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
16. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
17. Analyze how an authors choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
18. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
19. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
20. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
21. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

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

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

Provide a concluding statement or section that follows from and supports the argument presented.

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

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

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

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

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

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

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

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).

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

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

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

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.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

Spell correctly.

Essential Questions

1. What was life like during this time for people of various races, ethnicities, and social status?
2. How did World War I affect soldiers and those who remained at home?
3. What social conditions did World War I change or influence?
4. How do poets use figurative language and sound devices to express their attitudes toward their lives and culture?
5. How can stories by authors like Zora Neale Hurston influence African American identity?
6. What differences existed between men and women, rich and poor, black and white, Native and immigrant during the first half of the 20th century, and how are those differences conveyed in literature?
7. What can we learn from literature about ourselves and the human condition?
8. Does literature primarily reflect culture or shape it?
9. How do historical periods help shape the literature of that era?
10. How do I read between the lines?
11. How is the spoken word different from the written word?

Stage 2: Assessment Evidence

Facebook Page Project

Summative: Technology Project

Students can create a Facebook page on any of the following: literary movement, major event, author, character from a novel. The student will assume a persona during this time period to complete this page. It can be created by drawing the page out, or if the school has the capability, students can use the software or create a real page to complete this project. In doing this, students will apply their understanding of the time period as well as the texts read in class.

Close Reading

Summative: Comparative Study

Students will choose an author for whom they have studied multiple texts to complete a close reading, for example, Langston Hughes. Students can identify the literary terms used and compare their function in each text. This can lead to an essay or a discussion with small groups or a whole class.

Essay

Summative: Persuasive Writing

This essay can be based on any topic that fits the texts read in class. For example: Students can choose a character or theme from a novel, poem or short story and discuss how it represents the historical context of the time.

Poetic Writing

Formative: Creative Writing

After studying multiple poems by various authors, have students compose a poem of their own following the style of an author they have studied. Students should focus on the dominant literary devices used during this time period as well as the central themes. Once finished, students can share with the class as a poetry slam hour.

Genre Flipping

Summative: Writing Assignment

Students will choose a poem, short story, or novel read during this unit and use it to re-create the central ideas and themes of that genre to a different genre. For example, after reading the poem "Richard Corey" by E.A. Robinson, students will take what they know from the poem and convert it to a short story.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Collaborative Learning: Students break into groups and work collaboratively to research standard living during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice (names, dates, locations, politics, arts/entertainment, literature, etc.). Their findings can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
2. Independent Work: Students will learn to look for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.
3. Role Play Activities: Students can replicate a scene or scenario from one of the texts used in class (i.e., create a trial scene in the same fashion as the one from *The Crucible*).
4. Guided Listening: Students listen to spoken examples of the various forms of literature so they recognize the differences in kinds of texts (i.e. sermons, speeches, etc.).
5. Independent Work: If using a book with a historical introduction provided, students can be asked to take notes/outline the selection. This will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test.
6. Stop and Jot: For any texts read together as a class, the teacher selects strategic points to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
7. Socratic Seminar: Students prepare ten different questions on a reading to be used in class discussion. Students should keep in mind that questions must reference specific evidence from the text and must require an extended response rather than a "yes" or "no."
8. Cooperative Learning: In small groups students will find examples of the various elements of Modernism. Students can share these with the class and use these to open discussion about the themes of the texts.
9. Visual Representation: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Graphic Organizer: Students can monitor/chart and discuss reading strategies used to analyze poetry/short stories and share with classmates.
11. Graphic Organizer: Students keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.
12. Jigsaw: In small groups of five or six, students are assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research, another member covers figurative language, another student is assigned themes; this continues until each member has a role. Eventually each student will come back to his or her jigsaw group and present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
13. Discussion: As a class students discuss: How do we read informational texts? How do we pull important details from a text and formulate those into notes? How do the lives of people in the American Modern differ from our lives today? How do these differences impact the literature?
14. Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). The information can be compiled as a chart that students keep and continue to add to throughout the unit of study.
15. Collaborative Learning: In groups, students create summaries or review main points of a text to be presented to the class. This activity can be used to begin discussion in class.

Technology Integration

1. Internet
2. word processing software
3. PowerPoint
4. digital media programs

Resources

**Suggested Texts**

*Elements of Literature: Fifth Course* (Holt, Rinehart, Winston)

*Literature: American Literature Grade 11* (Holt, McDougal)

Poems/Short Selections:

"A Rose for Emily" by William Faulkner

"Hills Like White Elephants" by Ernest Hemingway

"The Snows of Kilimanjaro" by Ernest Hemingway

"A Clean, Well-Lighted Place" by Ernest Hemingway

"Yet I Do Marvel" by Countee Cullen

"Tableau" by Countee Cullen

"The Road Not Taken" by Robert Frost

"The Death of the Hired Man" by Robert Frost

"Birches" by Robert Frost

"The Love Song of J. Alfred Prufrock" by T.S. Eliot

"Richard Corey" by E.A. Robinson

"The House on the Hill" by E.A. Robinson

"The Negro Speaks of Rivers" by Langston Hughes

"Mother to Son" by Langston Hughes

"Harlem" by Langston Hughes

"Conscientious Objector" by Edna St. Vincent Millay

"Grass" by Carl Sandburg

"Poetry" by Marianne Moore

"Domination of Black" by Wallace Stevens

"A High Toned Old Christian Woman" by Wallace Stevens

"In the Dordogne" by John Peale Bishop

"The Silent Slain" by Archibald MacLeish

"The Solitude of Self" by Elizabeth Cady Stanton

"The Spirit of Liberty" by Learned Hand

"If Black English Isn't a Language, Then Tell Me What Is?" by James Baldwin

"Towards the Definition of American Modernism" by Danial Joseph Singal

Extended Texts:

*Their Eyes Were Watching God* by Zora Neale Hurston

*The Great Gatsby* by F. Scott Fitzgerald

*As I Lay Dying* by William Faulkner

*A Farewell to Arms* by Ernest Hemingway

*The Pisan Cantos* by Ezra Pound

*The Pearl* by John Steinbeck

*Black Elk Speaks* by Black Elk, as told through John G. Neihardt

O*f Mice and Men* by John Steinbeck

*The Piano Lesson* by August Wilson

Resources

* John Greene Crash Course: The Roaring 20's (<http://www.youtube.com/watch?v=VfOR1XCMf7A>)

Grade 11 English Language Arts  
English 11

Contemporary Literature 1940 and Beyond

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

7. Assume personal responsibility (CCC 1914).

Targeted Standards

OH Grades 11-12 OH: English Language Arts 6-12

Reading: Literature

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

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

RL.11-12.3. Analyze the impact of the authors choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.11-12.5. Analyze how an authors choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Assess how point of view or purpose shapes the content and style of a text.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11CCR text complexity band independently and proficiently.

Writing

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

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

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

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

W.11-12.9a. Apply grades 1112 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics).

W.11-12.9b. Apply grades 1112 Reading standards to literary nonfiction (e.g., Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]).

Range of Writing 10. 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 tasks, purposes, and audiences.

W.11-12.10. 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 tasks, purposes

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tuftes Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies.

L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of word relationships and nuances in word meanings.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

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

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking & Listening

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

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.3. Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

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

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Summary

This unit explores the literature of the latter half of the twentieth century that reflects the challenges and successes of the American landscape. Students will develop insights and independent thinking through emphasis on critical skills of reading, logical reasoning, and writing with a possible emphasis on multiple informational texts as well as fictional texts. Students will also express this thinking through oral and written expression.

Unit Goals

1. Understand and analyze historical and cultural context of contemporary literature.
2. Understand the importance of personal responsibility.

Big Ideas

1. contemporary literature
2. American Identity
3. individual responsibility

Enduring Understandings

1. Contemporary American literature presents a unique, distinctly American voice.
2. Literature is a source of personal identity.
3. Literature helps people to understand human nature.
4. Literature is a means of communication.
5. Understanding is created through dialogue, which can occur within a speaker, between speakers, between a reader and a text, and between a writer and a text.

Content

1. WWII
2. The Cold War
3. Vietnam War
4. Civil Rights
5. The American Dream
6. Modernism
7. main idea
8. sensory detail
9. tone
10. imagery
11. characterization
12. conflict
13. internal conflict
14. setting
15. allusion

Skills

1. Identify and evaluate the components of contemporary literature.
2. Identify and evaluate the causes and effects of WWII, the Cold War and the Vietnam War.
3. Draw conclusions about social conditions of the time period.
4. Understand and analyze historical and cultural context of contemporary literature.
5. Identify and analyze rhetorical devices, including paradox and repetition.
6. Identify and analyze tone, imagery, voice, personification, and sound devices.
7. Analyze and trace elements of an argument, including claim, reasons, evidence and counterargument. Synthesize inferences about theme, genre, structure, and elements of drama in different cultural and historical contexts.
8. Identify and interpret allusions.
9. Identify and analyze rhetorical devices, including paradox and repetition.
10. Identify and analyze tone, imagery, voice, personification, and sound devices.
11. Analyze primary and secondary sources.
12. Analyze and trace elements of an argument, including claim, reasons, evidence and counterargument.
13. Identify faulty reasoning, including circular logic.
14. Make inferences about theme, genre, structure, and elements of drama in different cultural and historical contexts.
15. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
16. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

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

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

Provide a concluding statement or section that follows from and supports the argument presented.

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

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

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

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

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

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

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

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).

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

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

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

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

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

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 1112 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

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

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Websters Dictionary of English Usage, Garners Modern American Usage) as needed.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

Spell correctly.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1112 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

Analyze nuances in the meaning of words with similar denotations.

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

Essential Questions

1. What is my responsibility to myself?
2. What is my responsibility to the world?
3. How do I know what is true?
4. What is a life well-lived?
5. What control do I have in my life?
6. What is freedom?
7. How does viewing literature through a critical lens affect the analysis?
8. How have literary genres changed to reflect our multicultural society?
9. How does modern literature affect our culture today?
10. Have morals and ethics within our culture changed through history?

Stage 2: Assessment Evidence

Socratic Seminar

Formative: Oral Assessment

As preparation, students create at least ten questions, on the synthesized and evaluative level, covering the texts read for the lesson. In class, students will be broken into two groups. Group one will discuss the selected text for the day using their questions. Simultaneously, group two can do any of the following: take notes, write down additional talking points or rank/critique the first group on their discussion techniques. When group one is finished the groups switch and assume the opposite role. After both groups have completed each process, the teacher can continue the discussion as a whole class and allow students to give feedback about the discussion and discussion techniques.

Narrative Writing

Summative: Writing Assignment

Students can choose to write a narrative piece based on a character from a short story or novel that was read in class. The narrative can be an additional chapter or portion added to the story from class. For example, for The Catcher in the Rye, students can write a final chapter to the story anticipating what happens to Holden after the story ends. This must be based on evidence from what was read from the text.

Storyboard

Formative: Project

Students can use any selected text and create a frame by frame story (comic strip) representing the important elements, plot points, etc.. found in the selected text. This should be a colorful and creative process.

Themed Soundtrack

Summative: Project

Students can create a soundtrack including songs that represent a character(s) from a story, the time period or central themes from the unit, etc. Students can literally create a CD soundtrack to be played or create a list. Each song should be accompanied with a description of the song and how it fits the chosen character, theme, etc. Additionally, students can create cover art for the CD as a creative aspect.

Reflective Journal Writing

Formative: Reflective Writing

Students can be prompted by any of the suggested topics and write a reflection to be shared with the class or collected by the teacher as a check for understanding. Suggested Topics: If you were alive during either WWII, Vietnam War, or Cold War, what would your life be like? What are the major differences/similarities that would occur?Compare yourself to a character from one of the works from class. How do you compare/ contrast with that character? If presented with the same scenario, question, situation, etc., how would you react?

Stage 3: Learning Plan

Learning Experiences

1. Collaborative Learning: Students break into groups and work collaboratively to research standard living during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice (names, dates, locations, politics, arts/entertainment, literature, etc.). Their findings can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
2. Independent Work: Students will learn to look for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.
3. Role Play Activities: Students can replicate a scene or scenario from one of the texts used in class (i.e. create a trial scene in the same fashion as the one from *The Crucible*).
4. Guided Listening: Students listen to spoken examples of the various forms of literature so they recognize the differences in kinds of texts (i.e., sermons, speeches, etc.).
5. Independent Work: If using a book with a historical introduction provided, students can be asked to take notes/outline the selection. This will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test.
6. Stop and Jot: For any texts read together as a class, the teacher selects strategic points to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
7. Socratic Seminar: Students prepare ten different questions on a reading to be used in class discussion. Students should keep in mind that questions must reference specific evidence from the text and must require an extended response rather than a "yes" or "no."
8. Cooperative Learning: In small groups students will find examples of the various elements of Contemporary Literature. Students can share these with the class and use these to open discussion about the themes of the texts.
9. Visual Representation: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Graphic Organizer: Students can monitor/chart and discuss reading strategies used to analyze poetry/short stories and share with classmates.
11. Graphic Organizer: Students keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.
12. Jigsaw: In small groups of five or six, students are assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research, another member covers figurative language, another student is assigned themes; this continues until each member has a role. Eventually each student will come back to his or her jigsaw group and present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
13. Discussion: As a class students discuss: How do we read informational texts? How do we pull important details from a text and formulate those into notes? How do the lives of people in Contemporary America differ from our lives today? How do these differences impact the literature?
14. Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). The information can be compiled as a chart that students keep and continue to add to throughout the unit of study.
15. Collaborative Learning: In groups, students create summaries or review main points of a text to be presented to the class. This activity can be used to begin discussion in class.

Technology Integration

1. Internet
2. word processing software
3. PowerPoint
4. digital media programs

Resources

**Suggested Texts**

*Elements of Literature: Fifth Course* (Holt, Rinehart, Winston)

*Literature: American Literature Grade 11* (Holt, McDougal)

Poems/Short Selections:

"The Man Who Was Almos' a Man" by Richard Wright

"Petrified Man" Edora Welty

"A Good Man is Hard to Find" by Flannery O'Connor

"The Swimmer" by John Cheever

"A Small, Good Thing" by Raymond Carver

"Flying Home" by Ralph Ellison

"AP" by John Updike

"Where Are You Going, Where Have You Been?" by Joyce Carol Oates

"Sestina" by Elizabeth Bishop

"The Fish" by Elizabeth Bishop

"One Art" by Elizabeth Bishop

"America" by Allen Ginsberg

"Love Calls Us to the Things of This World" by Richard Wilbur

"Skunk Hour" by Robert Lowell

"Memories of West Street and Lepke" by Robert Lowell

"July in Washington" by Robert Lowell

"The Black Swan" by James Merrill

"The Octopus" by James Merrill

"Days of 1964" by James Merrill

"The Tartar Swept" by August Kleinzahler

"Happiness" by Raymond Carver

"The Current" by Raymond Carver

"The Visitor" by Carolyn Forche

"My Friends" by W.S. Merwin

"Tulips" by Sylvia Plath

"Advice to the Prophet" by Richard Wilbur

"Address to the Broadcasting Industry" by Newton Minow

Inaugural Address (January 20,1961) John F. Kennedy

Brandenburg Gate Address (June 12, 1987) Ronald Reagan

Extended Texts:

*Love Medicine* by Louise Erdrich

*Song of Solomon* by Toni Morrison

*The Joy Luck Club* by Amy Tan

*Invisible Man* by Ralph Ellison

*Native Son* by Richard Wright

*Seize the Day* by Saul Bellow

*The Catcher in the Rye* by J.D. Salinger

*Cat's Cradle* by Kurt Vonnegut

*Into the Wild* by Jon Krakauer

*All the Pretty Horses* by Cormac McCarthy

*The Road* by Cormac McCarthy

*Death of a Salesman* by Arthur Miller

*A Streetcar Named Desire* by Tennessee Williams

Resources

* John Greene Crash Course: The Catcher in the Rye Part I (<http://www.youtube.com/watch?v=R66eQLLOins>)