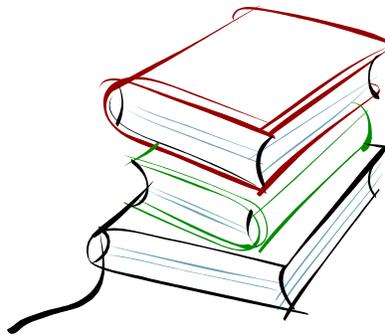


# PARK RIDGE SCHOOL DISTRICT

Park Ridge, New Jersey



## **American Literature Honors**

### **Curriculum Guide**

Approved by Park Ridge Board of Education – August 27, 2012

## Language Arts Literacy Curriculum Guide

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All 7-12 teachers participated in the Language Arts curriculum revision process days during the 2011 – 2012 school year, thereby affording opportunities for teachers to add their knowledge and professional experiences to the process. Teachers on the curriculum revision committee based the curriculum on the National Common Core Standards, teacher input and recommendations collected from collaboration efforts. The curriculum writing committee members will act as a resource for their department colleagues. Opportunities to discuss the curriculum implementation, teaching strategies, resources, as well as reflections and concerns will be provided during the 2012-13 school year.

I am grateful to the curriculum committee members for the many hours and expertise they devoted to writing this curriculum guide. The committee members are commended for their efforts and interest in providing the Park Ridge School District with a thorough curriculum that aligns with the National Common Core Standards for Language Arts Literacy.

According to the 2010 National Common Core Standards Initiative, “The Common Core Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With our students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

Cathy Timpone, Ed. D.

Director of Curriculum & Instruction

# Language Arts Literacy Curriculum Guide

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## **Grades 7-12 Curriculum Writing Committee:**

**Meredith McCamble revised:**

Reading 7 Curriculum Guide

**Michelle Muller revised:**

English 7 Curriculum Guide

**Melissa Quackenbush revised:**

English 8, Reading 8, English 9, English 9 Honors Curriculum Guides

**Stephanie Buckley revised:**

Speech and Drama 7, Speech and Drama 8, American Literature, American Literature Honors, Express Yourself, Acting in Performing Arts I and II, Theatre and Dance, Public Speaking, and At The Movies Curriculum Guides

**Maria Papadopoulas revised:**

Children in Film, British Literature, Themes in world Literature  
Creative Writing I, II, and III, Journalism I, II, III,  
Pulp Fiction, and Freshman Focus

**Christine Dow revised:**

SAT Preparation for Reading and Writing

**Maria Papadopoulos, High School Language Arts Literacy Supervisor**

## **Administration:**

Troy Lederman, Principal, Park Ridge High School  
Dr. Cathy Timpone, Director of Curriculum and Instruction  
Dr. Robert Gamper, Superintendent

Board Approval Date: August 27, 2012

**PARK RIDGE SCHOOL DISTRICT  
PARK RIDGE, NJ**

**ENGLISH DEPARTMENT, 2012 – 2013**

**COURSE TITLE/GRADE & SUBJECT:** American Literature Honors/gr. 10 English

**COURSE #:** 1320

**PREREQUISITE:** successful completion of English 9 Honors and teacher recommendation

**TIME ALLOCATION:** Full year – five days per week (44 minutes per day) – 5 credits

**TEXTS:**

<i>Adventures in America Literature</i>	(Harcourt Brace)
<i>Ceremony</i>	(Leslie Marmon Silko)
<i>The Crucible</i>	(Arthur Miller)
<i>Inherit the Wind</i>	(Jerome Lawrence and Robert E. Lee)
<i>The Adventures of Huckleberry Finn</i>	(Mark Twain)
<i>Raisin in the Sun</i>	(Lorraine Hansberry)
<i>The Scarlet Letter</i>	(Nathaniel Hawthorne)
<i>Of Mice and Men</i>	(John Steinbeck)
<i>The Great Gatsby</i>	(F. Scott Fitzgerald)
<i>Death of a Salesman</i>	(Arthur Miller)
<i>The Bean Trees</i>	(Barbara Kingsolver)
<i>(See units of study for additional supplementary titles/resources.)</i>	

**COURSE PHILOSOPHY:**

American Literature Honors offers above average students exposure to more challenging reading experiences, more extensive vocabulary, and a more rigorous composition program. The readings in this course will emphasize American literature and works that influenced American authors and that reflect American culture and society. One of the goals of this course is to develop in students an understanding of and appreciation for our country's literary heritage. As students work with the course materials, they will practice analytical and critical

reading skills. A variety of writing modes (argumentative, expository, narrative) will be featured, modeled and practiced as students continue to develop their skills and voices as writers. Vocabulary development continues to include study of word recognition skills and new words in context, with emphasis on PSAT preparation. This course provides further development of skills necessary for successful achievement on the eleventh grade NJ HSPA test and career/college readiness.

### **OVERARCHING ENDURING UNDERSTANDINGS:**

- Reading:** Proficient readers use different strategies before, during, and after reading to construct meaning.  
Effective communicators can employ sophisticated and appropriate vocabulary in written and oral expression.  
Proficient readers use author perspective to comprehend character, setting, plot, and theme.  
Active readers recognize recurring themes across literary texts.  
Literary criticism can enhance and extend meaning.  
Effective readers employ knowledge of literary techniques and elements to analyze text.  
Author study allows readers to deepen their understanding and appreciation of style, purpose, and perspective.  
Effective researchers access information and evaluate sources purposefully.
- Writing:** Successful writers implement the writing process to ensure organization, clarity, and coherence of thoughts.  
Successful writers understand the importance of tone, authenticity, focus, and supporting details to engage and influence readers.  
Successful writers can employ the most effective writing forms depending on their purpose for writing.  
Effective writers engage readers by using a variety of techniques to enhance meaning and purpose.  
Mastery of standard English conventions facilitate clarity of writing and establish a common discourse.
- Speaking:** Oral language is a powerful tool for communicating, thinking, and learning.  
Discussions have various purposes and formats and allow individuals to develop a position and acknowledge opposing views.  
The questioning of ideas, viewpoints, and opinions allows for clarification, illustration, definition, and elaboration.  
Successful oral presentations serve various purposes, requires varied organizational and delivery strategies, and necessitate audience feedback and self-assessment.
- Listening:** Effective communicators can use listening skills to understand the ideas being communicated by others.
- Viewing:** Media literacy provides students with a framework for understanding and critically thinking about media in their world as a basis for communication.  
Different media (i.e. text, film, video, television, theatrical performance) require different analytical strategies for viewers to

effectively construct meaning.

Critical thinkers must be able to evaluate the purpose and the validity of media in their lives since Media products express the values of the culture that produced them.

**Technology:** A variety of technology resources can be used to access, manipulate, and present information.  
Effective readers, writers, speakers, and viewers can use varied technologies to enhance their learning.

## **21<sup>st</sup> Century**

**Life Skills:** The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.  
Gathering and evaluating knowledge and information from a variety of sources fosters creativity and innovative thinking.  
Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.  
Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.  
Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.  
Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.  
Ethical behaviors support human rights and dignity in all aspects of life.

**The Arts:** Cultural and historical events impact art-making as well as how audiences respond to works of art.  
Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.  
Recognition of fundamental elements within various arts disciplines is dependent on the ability to decipher cultural implications embedded in artworks.

## **American Society**

### **& Literature:**

Religion and spirituality shape American culture.  
Personal conviction and powerful, rhetorical language can impact social change.  
The common man has value.  
Americans were disillusioned after World War II.  
Some American literature represents a fulfillment of America's promise while other shows the illusiveness of the American Dream.

**OVERARCHING ESSENTIAL QUESTIONS:**

Why is literacy important?  
Why do we read?  
How does literature reflect the values of culture?  
How does literature transform a reader?  
Why do we write?  
How do writers improve expression?  
How does writing capture and transform culture?  
What can we learn about ourselves and the world from reading literature?  
How do effective readers respond to and analyze text?  
How do effective writers engage audiences and communicate ideas logically and ethically?  
What does effective communication look like?  
Why is effective communication important?  
How does the historical context of a text impact one's understanding of character, setting, plot, symbol, conflict, and theme?  
How do filmmakers take creative license with text?  
How are works of art and literature appreciated as expressions of truth?  
How is our understanding of culture, society, and ourselves constructed through and by language?  
How do language and media influence the way we think, act, and perceive the world?  
How can we express ourselves through writing and speaking?  
How does technology enhance communication and access to information?  
How does art reflect the values and experiences of a particular group or time period?  
How are art, history and literature interconnected?  
How do we "read" and make meaning of art?  
Why do people explore new worlds?  
How does conflict lead to change?  
What is American individualism?  
How did modernization result in isolation and disillusionment in the early American twentieth century?  
How does contemporary American literature represent a fulfillment of America's promise?

**TABLE OF CONTENTS (UNITS OF STUDY):**

**UNIT 1** An Emerging National Identity  
**UNIT 2** Revolution and Protest in America  
**UNIT 3** American Romanticism & Transcendentalism  
**UNIT 4** Emerging Modernism  
**UNIT 5** Actualizing the American Dream

## UNIT ONE: AN EMERGING NATIONAL IDENTITY

### UNIT SUMMARY:

The first unit of American Literature blends nonfiction prose—including sermons and diaries—and some poetry from seventeenth- and early eighteenth-century America with thematically-related contemporary texts. In this unit, students consider the significance of the intersection of Native American and European cultures. They explore whether conflicts are inevitable and how language and religion serve as both barriers and as bridges. Students look for emerging themes in American literature, such as the “new Eden” and the “American Dream.”

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

American Literature and American history collide in this unit where documents of historical significance are analyzed for their organization and diction as well as their impact on the United States (History). Similarly, visual art from the period are examined for their treatment of literary themes (Arts).

Students explore the early settlers’ motivation for leaving England as a means of legally establishing religious freedom under the umbrella of Mother England (Civic Literacy). Through primary documents, students will examine the ploys and promises of economic prosperity in America and the early Americans’ actual struggle for survival (Financial, Economic, Business and Entrepreneurial Literacy). The European greed of the early settlers had and continues to have a significant impact on Native Americans whose culture and contributions are celebrated in this unit (Global Awareness).

## STANDARDS

### READING FOR LITERATURE

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**RL.9-10.7:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

**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.

### READING FOR INFORMATIONAL TEXT

**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI.9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

**RI.9-10.7:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**RI.9-10.9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

### WRITING

**W.9-10.1a-f:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.2a-f:** 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.9-10.3a-f:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5:** 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.

**W.9-10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9a-b:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.9-10.10:** 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.

## **SPEAKING AND LISTENING**

**SL.9-10.1a-f:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

**SL.9-10.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

## **LANGUAGE**

**L.9-10.1b:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.2a-c:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.3a:** 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.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

**L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.6:** 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.

## **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

### **21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

### **US HISTORY: AMERICA IN THE WORLD STANDARD**

6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

6.1.12.D.1.a Explain the consequences to Native American groups of the loss of their land and people.

6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.

6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

### **HISTORY OF THE ARTS AND CULTURE STANDARD**

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

### **AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD**

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

#### **UNIT ESSENTIAL QUESTIONS:**

- Who owns the land?

#### **UNIT ENDURING UNDERSTANDINGS:**

- Native American belief systems have influenced contemporary

<ul style="list-style-type: none"> <li>▪ How does one's heritage impact who one is/becomes?</li> <li>▪ How do the ideals of the Iroquois inspire American beliefs?</li> <li>▪ How do our values and beliefs shape who we are as individuals?</li> <li>▪ How do our values and beliefs shape our behavior?</li> <li>▪ What role or purpose does religion/spirituality serve in a culture?</li> <li>▪ How can hardship unite individuals and communities?</li> <li>▪ How does media shape our perceptions of Native Americans, of European colonists, of the Puritans?</li> <li>▪ How does reading drama differ from reading narratives?</li> <li>▪ How do effective storytellers use descriptive details?</li> <li>▪ How do authors use inferences to extend the meaning of a text?</li> <li>▪ How do writers persuade readers?</li> <li>▪ How does setting impact the meaning of a story?</li> <li>▪ How can literature be social commentary?</li> <li>▪ How did the values of Puritan society impact the development of an American identity?</li> <li>▪ How does art reflect the values and experiences of a particular group or time period?</li> <li>▪ How are art, history and literature interconnected?</li> <li>▪ How do we “read” and make meaning of art?</li> </ul>	<p>American values.</p> <ul style="list-style-type: none"> <li>▪ Religion and spirituality shape American culture.</li> <li>▪ The media shapes our perceptions of early Americans.</li> <li>▪ Effective storytellers use descriptive details.</li> <li>▪ Reading drama is different than reading narratives.</li> <li>▪ Persuasive writers appeal to readers’ Ethos, Pathos and Logos.</li> <li>▪ Setting functions as a character in fiction</li> <li>▪ Literature is social commentary.</li> <li>▪ North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.</li> <li>▪ Cultural and historical events impact art-making as well as how audiences respond to works of art.</li> <li>▪ Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</li> <li>▪ Recognition of fundamental elements within various arts disciplines is dependent on the ability to decipher cultural implications embedded in artworks.</li> </ul>
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TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
6 weeks	<ul style="list-style-type: none"> <li>▪ Native American Creation Myths (“The World on Turtle’s Back” )</li> <li>▪ Native Americans according to primary documents (<i>A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson; The Bloody Tenent of Persecution, for Cause of Conscience</i>)</li> <li>▪ Colonialism’s legacy to Native Americans (<i>The Way to Rainy Mountain; Ceremony</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employ a variety of active reading strategies to read for comprehension:               <ul style="list-style-type: none"> <li>▪ Call up prior knowledge</li> <li>▪ Preview title, text structure, vocabulary, author background</li> <li>▪ Annotate while reading</li> <li>▪ Use Essential Questions to inform one’s reading</li> <li>▪ Use visual clues to inform one’s reading</li> </ul> </li> </ul>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Double-entry logs</li> <li>▪ Vocabulary in context</li> <li>▪ Socratic Seminar: Puritan influence on contemporary religion</li> <li>▪ Literature Circles: Puritan Poetry</li> <li>▪ Discussion of Puritan Language: Edwards vs. Bradstreet</li> <li>▪ Gallery: Comparing British and American art</li> <li>▪ Literature Circles: Independent</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Puritan life in early America (<i>Of Plymouth Plantation</i>, “Sinners in the Hands of an Angry God”, art and poetry)</li> <li>▪ The tradition of American fear and hysteria (<i>The Crucible</i>, “The Demons of Salem, With Us Still”)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Question while reading</li> <li>▪ Make predictions</li> <li>▪ Make inferences</li> <li>▪ Connect prior knowledge to new knowledge</li> <li>▪ Connect new information to self and world</li> <li>▪ Conduct research to expand knowledge and provide evidence</li> <li>▪ Employ the writing process to generate clear, insightful and well-written text</li> <li>▪ Recognize the Native American influence on contemporary American Life</li> <li>▪ Emulate the style of early writers</li> <li>▪ Substantiate the cynical voice of contemporary Native American authors</li> <li>▪ Identify emerging themes in early American literature, such as a "new Eden," "salvation," and "cooperation and conflict."</li> <li>▪ Compare and contrast the experiences of America’s earliest settlers, as conveyed through primary source documents and literature of the Colonial period.</li> <li>▪ Identify and explain elements of Puritan literature.</li> <li>▪ Explain "preaching" as a type of formal speech and explain its role in the "First Great Awakening."</li> <li>▪ Explain the role of religion in early American life.</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>▪ Discussion: <i>The Crucible</i> and “The Demons Among Us Still”—how far have we come?</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Style emulation: Native American Creation myths</li> <li>▪ Literary Analysis: Non-traditional narrative techniques in <i>Ceremony</i></li> <li>▪ Literary Analysis (multiple text): <i>The Crucible</i> and <i>Inherit the Wind</i> as allegories for the McCarthy Trials</li> </ul>
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## TEACHER RESOURCES

### Mythology

- “The World on Turtle’s Back” (Iroquois Creation Myth)

### Novel

- *The Way to Rainy Mountain* by N. Scott Momaday (excerpts)
- *Ceremony* (Leslie Marmon Silko)
- Teacher generated list for independent reading

### Autobiography

- *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* (Mary Rowlandson) (excerpts)

### Nonfiction

- *The Bloody Tenent of Persecution, for Cause of Conscience* (Roger Williams) (excerpts)
- *Of Plymouth Plantation* (William Bradford) (excerpts)
- “The Demons of Salem, With Us Still” (Victor Navasky)
- “Growing Up Navajo” (Suzanne McCabe)

### Weblinks

- “Internment History”:  
<http://www.pbs.org/childofcamp/history/index.html>
- “McCarthyism”:  
<http://www.pbs.org/wnet/americanmasters/episodes/arthur-miller/mccarthyism/484/>

### Speeches

- “Sinners in the Hands of an Angry God” (July 8, 1741) (Jonathan Edwards)

### Art

- Charles Willson Peale, *Mrs. James Smith & Grandson* (1776)
- John Singleton Copley, *Mrs. George Watson* (1765)
- John Valentine Haidt, *Young Moravian Girl* (ca. 1755-1760)
- Joseph Wright (Wright of Derby), *Portrait of a Woman* (1770)

### Poetry

- “The Day of Doom” (Michael Wigglesworth)
- “The Sot-Weed Factor” (Ebenezer Cook)

## TEACHER NOTES/REFLECTIONS

### Terminology:

- Adaptation
- Allegory
- Apostrophe
- Conceit
- Covenant of grace
- Didactic poetry
- Dramatic Irony
- Ethos
- Flashback
- Flash-forward
- The great awakening
- Idealism
- Logos
- Lyric poetry
- Monomyth
- McCarthyism
- Oxymoron
- Parallelism
- Pathos
- Pragmatism
- Puritan Work Ethic
- Sermon
- Stream of consciousness
- Suspension of disbelief
- Tragic Hero

Students will read *Inherit the Wind* and a teacher-selected novel independently during Unit One. Students will keep double-entry logs on both works and meet in literature circles to discuss the texts. Students will write about *Inherit the Wind* during Unit One. Understanding of the

<ul style="list-style-type: none"> <li>▪ “To My Dear and Loving Husband” (Anne Bradstreet)</li> <li>▪ “Upon a Spider Catching a Fly” (Edward Taylor)</li> <li>▪ “Upon the Burning of Our House” (Anne Bradstreet)</li> </ul> <p>Drama</p> <ul style="list-style-type: none"> <li>▪ <i>The Crucible</i> (Arthur Miller)</li> <li>▪ <i>Inherit the Wind</i> (Jerome Lawrence and Robert E. Lee) (independent reading)</li> </ul> <p>Laptops  GoogleDocs  Microsoft PowerPoint or SmartBoard software  LCD projector or SmartBoard</p>	<p>independent-reading novel will be assessed as part of the mid-term exam essay.</p>
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## UNIT TWO: REVOLUTION AND PROTEST IN AMERICA

### UNIT SUMMARY:

Building on the themes explored in Unit One, students trace the movement toward revolution and the colonists' desire to establish a new government, noting the differences in opinions between federalists and anti-federalists and how their arguments were made. They analyze the expressions of conflict and/or cooperation between colonists and the British government, between colonists and Native Americans, and between colonists and slaves. Students will read *The Adventures of Huckleberry Finn*, a classic American novel that deals with issues of racism and slavery and raises important questions about what America promises—and to whom. Beyond *The Adventures of Huckleberry Finn*, they begin to recognize the emerging theme in American literature of “American exceptionalism” and apply it to future “revolutions” including Abolition, Black Liberation, Civil Rights, Women’s Rights, Feminism, class warfare, and anti-war movements.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

Again, historical texts will be examined through a literary lens as the students survey “revolutionary” documents (History). Protest music and visual art will be examined for their treatment of similar themes (Arts).

All of the 21<sup>st</sup> Century Themes outlined by the Partnership for 21<sup>st</sup> Century Skills will be addressed in Unit Two. Protest is the act of standing up to the government (Civic Literacy) for the sake of alternative points of view (Global Awareness), the underprivileged (Financial, Economic, Business and Entrepreneurial Literacy, Health Literacy) and the natural world (Environmental Literacy).

## STANDARDS

### READING LITERATURE

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges

and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**RL.9-10.7:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

**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.

### **READING INFORMATIONAL TEXT**

**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI.9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

**RI.9-10.7:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**RI.9-10.9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

### **WRITING**

**W.9-10.1a-f:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.2a-f:** 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.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5:** 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.

**W.9-10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.7:** 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.

**W.9-10.9a-b:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.9-10.10:** 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.

### **SPEAKING AND LISTENING**

**SL.9-10.1a-f:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

**SL.9-10.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### **LANGUAGE**

**L.9-10.1b:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.2a-c:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.3a:** 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.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

**L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.6:** 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.

### **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

## **21<sup>ST</sup> CENTURY LIFE SKILLS**

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

## **US HISTORY: AMERICA IN THE WORLD STANDARD**

- 6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.
- 6.1.12.A.2.d Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
- 6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
- 6.1.12.D.2.d Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.
- 6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.
- 6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
- 6.1.12.A.3.h Analyze the various rationales provided as a justification for slavery.
- 6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- 6.1.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
- 6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
- 6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
- 6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

## **HISTORY OF THE ARTS AND CULTURE STANDARD**

- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

## **AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD**

- 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- 1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

<p><b>UNIT ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>▪ Why was the founding of America unique?</li> <li>▪ What is an American?</li> <li>▪ Who has the right to rule?</li> <li>▪ How does conflict lead to change?</li> <li>▪ How does debate lead to change?</li> <li>▪ What makes America a melting pot?</li> <li>▪ How has the concept of the America Dream impacted American society?</li> <li>▪ When should a writer use rhetorical devices?</li> <li>▪ What is the relationship between freedom and responsibility?</li> <li>▪ What are the essential liberties?</li> <li>▪ How does personal conviction impact social change?</li> <li>▪ Why is gender equality important?</li> <li>▪ What is necessary for liberty and justice to exist?</li> <li>▪ How do writers persuade readers?</li> <li>▪ How does advice impact our personal growth and improvement?</li> <li>▪ Can women really "have it all"?</li> <li>▪ How can music and art motivate change?</li> <li>▪ Why are young people catalysts for change?</li> <li>▪ How does art reflect the values and experiences of a particular group or time period?</li> <li>▪ How are art, history and literature interconnected?</li> <li>▪ How do we “read” and make meaning of art?</li> </ul>	<p><b>UNIT ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>▪ Personal conviction can impact social change.</li> <li>▪ Diversity can lead to conflict.</li> <li>▪ Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.</li> <li>▪ Difference should be celebrated, but has not always been celebrated in the history of America.</li> <li>▪ Prejudice continues to impact American culture.</li> <li>▪ Music and art can motivate change.</li> <li>▪ Young people are catalysts for positive social change.</li> <li>▪ Cultural and historical events impact art-making as well as how audiences respond to works of art.</li> <li>▪ Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</li> <li>▪ Recognition of fundamental elements within various arts disciplines is dependent on the ability to decipher cultural implications embedded in artworks.</li> </ul>
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TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
	<ul style="list-style-type: none"> <li>▪ Revolutionary texts (“A Political Litany”, <i>Common Sense</i>, <i>The Crisis</i>, and <i>The Federalist No. 10</i>, )</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employ a variety of active reading strategies to read for comprehension:               <ul style="list-style-type: none"> <li>▪ Call up prior knowledge</li> </ul> </li> </ul>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Double-entry logs</li> <li>▪ Vocabulary in context</li> </ul>

<p>10 weeks</p>	<ul style="list-style-type: none"> <li>▪ Exploration of Slavery and Abolition (<i>Letters from an American Farmer</i>, “On Being Brought from Africa to America”, “To His Excellency General Washington”, <i>Narrative of the Life of Frederick Douglass</i>, <i>Uncle Tom’s Cabin</i>, “A House Divided”, “Go Down, Moses”, “Swing Low, Sweet Chariot” and “Unchained Memories”)</li> <li>▪ Revolution and Racism in <i>The Adventures of Huckleberry Finn</i></li> <li>▪ Black Liberation and Civil Rights (“A House Divided”, “The Negro Artist and the Racial Mountain”, “Letter from a Birmingham Jail”, Abel Meeropol and Billie Holiday, “Strange Fruit”, “If Black English Isn’t a Language, Then Tell Me, What Is?”, <i>A Raisin in the Sun</i>, “Panther Power” and “Content of His Character”)</li> <li>▪ Women’s Rights and Feminism (Declaration of Sentiments, “Ain’t I a Woman?”, “The Story of An Hour”, “The Yellow Wallpaper”, “We”, and “Bernice Bobs Her Hair”)</li> <li>▪ Class Warfare (<i>The Grapes of Wrath</i>, “This Land is Your Land”, “Tom Joad”, “America” and “What Would Allen Ginsberg Think of Occupy Wall Street?”)</li> <li>▪ Anti-War Movement (“Blowin’ in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Preview title, text structure, vocabulary, author background</li> <li>▪ Annotate while reading</li> <li>▪ Use Essential Questions to inform one’s reading</li> <li>▪ Use visual clues to inform one’s reading</li> <li>▪ Question while reading</li> <li>▪ Make predictions</li> <li>▪ Make inferences</li> <li>▪ Connect prior knowledge to new knowledge</li> <li>▪ Connect new information to self and world</li> <li>▪ Conduct research to expand knowledge and provide evidence</li> <li>▪ Employ the writing process to generate clear, insightful and well-written text</li> <li>▪ Identify defining themes in American literature, such as “American exceptionalism.”</li> <li>▪ Identify and explain the historic and literary significance of America’s founding documents.</li> <li>▪ Analyze how tone is established in persuasive writing.</li> <li>▪ Analyze the use of literary elements in persuasive writing.</li> <li>▪ Compare and contrast points of view in arguments presented on related issues.</li> <li>▪ Analyze the qualities of an effective argument (i.e., examine the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Socratic Seminar: Is <i>Huckleberry Finn</i> a racist novel?</li> <li>▪ Literature Circles: <i>A Raisin in the Sun</i> and independent reading plays</li> <li>▪ Comparing the Declaration of Independence and the Declaration of Sentiment at Seneca Falls</li> <li>▪ Socratic Seminar: “Feminist” Short Stories</li> <li>▪ Anti-War “Mix Tape”</li> <li>▪ Gallery: Art as propaganda</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Essay: “faction” in <i>Federalist No. 10</i></li> <li>▪ Persuasive letter: Join the revolution!</li> <li>▪ AP prompt related to Revolution and Protest (TBD)</li> <li>▪ Comparative Essay: Class warfare in the 1920s and today</li> </ul>
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	<p>the Wind” and “I-Feel-Like-I’m-Fixin’-To-Die-Rag”)</p>	<p>truthfulness and validity of the argument, as well as its rhetorical devices).</p> <ul style="list-style-type: none"> <li>▪ Apply knowledge of effective arguments when writing one of their own.</li> <li>▪ Explore the nature of African American literature during the Civil Rights movement following World War II.</li> <li>▪ Determine and analyze the development of the theme or themes in American literature of the nineteenth century (e.g., freedom, the American dream, racism, regionalism, survival, “individual vs. society,” and “civilized society” vs. the wilderness).</li> <li>▪ Compare the treatment of related themes in different genres (e.g., <i>The Adventures of Huckleberry Finn</i> and <i>Narrative of the Life of Frederick Douglass, an American Slave</i>).</li> <li>▪ Explain how fictional characters in late nineteenth-century America express the challenges facing America at the time, citing textual evidence from both fiction and nonfiction to make the case.</li> </ul>	
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<p><b>TEACHER RESOURCES</b></p> <p>Poetry</p> <ul style="list-style-type: none"> <li>▪ “On Being Brought from Africa to America” (Phillis Wheatley)</li> <li>▪ “To His Excellency General Washington” (Phillis Wheatley)</li> <li>• “A Political Litany” (Philip Freneau)</li> </ul>	<p><b>TEACHER NOTES/REFLECTIONS</b></p> <p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ Abolition</li> <li>▪ American Dream</li> </ul>
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<ul style="list-style-type: none"> <li>• “America” (Allen Ginsberg)</li> </ul> <p>Autobiographies</p> <ul style="list-style-type: none"> <li>▪ <i>Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</i> (Frederick Douglass) (excerpts)</li> </ul> <p>Nonfiction</p> <ul style="list-style-type: none"> <li>▪ "The Trials of Phillis Wheatley" (Henry Louis Gates, Jr.) (excerpts)</li> <li>• <i>Common Sense</i> and/or <i>The Crisis</i> (Thomas Paine)</li> <li>• <i>Federalist</i> No. 10 (James Madison)</li> <li>• <i>Letters from an American Farmer</i> (J. Hector St. John de Crèvecoeur) (selections)</li> <li>▪ Declaration of Sentiments, Seneca Falls Convention (1848)</li> <li>▪ "The Negro Artist and the Racial Mountain" (Langston Hughes)</li> <li>▪ "Letter from a Birmingham Jail" (Martin Luther King, Jr.)</li> <li>▪ <i>The Feminine Mystique</i> (Betty Friedan) (excerpts)</li> </ul> <p>Spirituals</p> <ul style="list-style-type: none"> <li>▪ "Go Down, Moses" (Traditional)</li> <li>▪ "Swing Low, Sweet Chariot" (Traditional)</li> </ul> <p>Novels</p> <ul style="list-style-type: none"> <li>▪ <i>Uncle Tom’s Cabin</i> (Harriet Beecher Stowe) (excerpts)</li> <li>▪ <i>The Adventures of Huckleberry Finn</i> (Mark Twain)</li> <li>▪ <i>The Grapes of Wrath</i> (John Steinbeck) (excerpts)</li> </ul> <p>Weblinks:</p> <ul style="list-style-type: none"> <li>• “Huckleberry Finn” and the N-Word: <a href="http://www.cbsnews.com/video/watch/?id=7360250n">http://www.cbsnews.com/video/watch/?id=7360250n</a></li> </ul> <p>Speeches</p> <ul style="list-style-type: none"> <li>▪ “A House Divided” (Abraham Lincoln)</li> <li>▪ "Ain’t I a Woman?" (Sojourner Truth) (May 29, 1851)</li> </ul> <p>Essay</p> <ul style="list-style-type: none"> <li>▪ “The Content of His Character” (Shelby Steele)</li> </ul> <p>Film</p> <ul style="list-style-type: none"> <li>• Ed Bell and Thomas Lennon, dir., "Unchained Memories" (2003)</li> </ul> <p>Drama</p> <ul style="list-style-type: none"> <li>• <i>Raisin in the Sun</i> (Lorraine Hansberry) (independent reading)</li> <li>• Teacher generated list of plays for independent reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anti-federalism</li> <li>▪ Aphorism</li> <li>▪ Assimilation</li> <li>▪ Autobiography</li> <li>▪ Biography</li> <li>▪ Colloquial</li> <li>▪ Deism</li> <li>▪ Determinism</li> <li>▪ Federalism</li> <li>▪ Feminism</li> <li>▪ Heroic couplet</li> <li>▪ Irony (verbal, situational)</li> <li>▪ Maxim</li> <li>▪ “Melting pot”</li> <li>▪ Mood</li> <li>▪ Natural law</li> <li>▪ Naturalism</li> <li>▪ Polemic</li> <li>▪ Realism</li> <li>▪ Regionalism</li> <li>▪ Salvation</li> <li>▪ Satire</li> <li>▪ Separation of church and state</li> </ul> <p>Students will read <i>A Raisin in the Sun</i> and teacher-selected plays independently during Unit Two. Students will keep double-entry logs on both works and meet in literature circles to discuss the texts. Students may choose to write about <i>A Raisin in the Sun</i> on the AP prompt given during Unit Two. Understanding of the independent-reading plays will be assessed as part of the mid-term exam essay.</p>
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Short Stories

- “The Story of An Hour” (Kate Chopin)
- “The Yellow Wallpaper” (Charlotte Perkins Gilman)
- “We” (Mary Grimm)
- “Bernice Bobs Her Hair” (F. Scott Fitzgerald)

Essays

- “If Black English Isn’t a Language, Then Tell Me, What Is?” (James Baldwin)
- “‘The Yellow Wallpaper’ and Women’s Discourse” (Karen Ford)
- “Why I Wrote ‘The Yellow Wallpaper’” (Charlotte Perkins Gilman)
- “What Would Allen Ginsberg Think of Occupy Wall Street?” (Austin Allen)

Music

- Abel Meeropol and Billie Holiday, “Strange Fruit”
- “Panther Power” (Tupac Shakur)
- “This Land is Your Land” & “Tom Joad” (Woody Guthrie)
- “Blowin’ in the Wind” (Bob Dylan)
- “I-Feel-Like-I’m-Fixin’-To-Die-Rag” (Country Joe and the Fish)

Film

- Ken Burn, dir., *Jazz* (2001)

Art

- John Copley, *Paul Revere* (ca. 1768)
- Auguste Couder, *Siège de Yorktown* (ca. 1836)
- Winslow Homer, *A Visit from the Old Mistress* (1876)
- Dorothea Lange, *Migrant Mother* (1936)
- Jacob Lawrence, *War Series: The Letter* (1946)
- Eddie Adams, *Vietnam Execustion* (1968)

Laptops

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard

## UNIT THREE: AMERICAN ROMANTICISM & TRANSCENDENTALISM

### UNIT SUMMARY:

Students explore America's first prolific period of literature by examining works from Cooper and Irving to Hawthorne, Melville, Poe, Whitman, Emerson, and Thoreau. The prominent theme of Manifest Destiny during this period in American literature may be introduced by reading John O'Sullivan's essay "Annexation." Students will wrestle with how the romantics perceived individualism and how this focus on individualism relates to other themes in American literature and society. Students will explore transcendentalism as an aspect of American romanticism and compare the romantics with the transcendentalists.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

Visual art will be used as a means of comparing and contrasting Romanticism and Transcendentalism (Arts).

While both Romantics and Transcendentalists are concerned with nature, Transcendentalists deal with society's impact on the natural world (Environmental Literacy). Due to their distaste for government and institutions, Transcendentalists suggest that people understand the implications of civic decisions (Civic Literacy).

## STANDARDS

### READING LITERATURE

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or

informal tone).

**RL.9-10.7:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

**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.

### **READING INFORMATIONAL TEXT**

**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.5:** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI.9-10.6:** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

**RI.9-10.7:** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

**RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

### **WRITING**

**W.9-10.1a-f:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.2a-f:** 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.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5:** 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.

**W.9-10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9a-b:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.9-10.10:** 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.

### **SPEAKING AND LISTENING**

**SL.9-10.1a-f:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

**SL.9-10.3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### **LANGUAGE**

**L.9-10.1b:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.2a-c:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.3a:** 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.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

**L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.6:** 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.

### **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

### **21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

**US HISTORY: AMERICA IN THE WORLD STANDARD**

6.1.12.A.3.a Assess the influence of Manifest Destiny during different time periods in American history.

**HISTORY OF THE ARTS AND CULTURE STANDARD**

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

**AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD**

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist’s intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

**UNIT ESSENTIAL QUESTIONS:**

- What is American individualism?
- Why should readers be concerned with the common man?
- Why should man love nature?
- How can humanity embrace what they cannot understand?
- Why should people be concerned with the past?
- Should humans be optimistic and imaginative?
- Is man innately good?
- Have institutions and politics corrupted mankind?
- Can man be truly independent?
- How does art reflect the values and experiences of a particular group or time period?
- How are art, history and literature interconnected?
- How do we “read” and make meaning of art?

**UNIT ENDURING UNDERSTANDINGS:**

- The common man has value.
- Romanticism is concerned with the individual and the common man.
- Both Romanticism and Transcendentalism share a love of nature.
- Romanticism is concerned with the bizarre, supernatural and gothic.
- Understanding of the past informs the future.
- Romanticism are optimists and Transcendentalists are realists.
- Romantics respect imagination and Transcendentalists rely on instinct.
- Transcendentalists believe that man and nature are innately good.
- Cultural and historical events impact art-making as well as how audiences respond to works of art.
- Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
- Recognition of fundamental elements within various arts disciplines is dependent on the ability to decipher cultural

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
4 weeks	<ul style="list-style-type: none"> <li>▪ Manifest Destiny (“Annexation”)</li> <li>▪ Characteristics of American romanticism (works of Dickenson, Hawthorne, Irving, Melville, Poe and Woodworth)</li> <li>▪ <i>The Scarlet Letter</i> as a Romantic novel</li> <li>▪ Transcendentalism vs. Romanticism (works of Walt Whitman)</li> <li>▪ Argument in Transcendentalism (works of Emerson and Thoreau)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employ a variety of active reading strategies to read for comprehension:               <ul style="list-style-type: none"> <li>▪ Call up prior knowledge</li> <li>▪ Preview title, text structure, vocabulary, author background</li> <li>▪ Annotate while reading</li> <li>▪ Use Essential Questions to inform one’s reading</li> <li>▪ Use visual clues to inform one’s reading</li> <li>▪ Question while reading</li> <li>▪ Make predictions</li> <li>▪ Make inferences</li> <li>▪ Connect prior knowledge to new knowledge</li> <li>▪ Connect new information to self and world</li> </ul> </li> <li>▪ Conduct research to expand knowledge and provide evidence</li> <li>▪ Employ the writing process to generate clear, insightful and well-written text</li> <li>▪ Define the major characteristics of American romanticism (e.g., use of symbols, myth, and the “fantastic”; veneration of nature; celebration of the “self”; and isolationism).</li> <li>▪ Trace characterization techniques in</li> </ul>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Double-entry log</li> <li>▪ Vocabulary in context</li> <li>▪ Literature Circles: Independent reading, Poetry, Short Stories, Essays</li> <li>▪ Transcendental Settings: an on-campus fieldtrip</li> <li>▪ Gallery: Romantic Art vs. Transcendental Art</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Style Emulation: “I Hear America Singing”</li> <li>▪ <i>The Scarlet Letter</i> Scandal Project</li> <li>▪ Argumentative Writing: Transcendentalism or idealism?</li> </ul>

		<p>American romantic novels.</p> <ul style="list-style-type: none"> <li>▪ Define transcendentalism as an aspect of American romanticism and explain how the two differ.</li> <li>▪ Analyze the structure and effectiveness of arguments in transcendentalist essays studied.</li> </ul>	
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<b>TEACHER RESOURCES</b>	<b>TEACHER NOTES/REFLECTIONS</b>
<p>Poetry</p> <ul style="list-style-type: none"> <li>▪ “A Bird came down the Walk” (Emily Dickinson)</li> <li>▪ “Annabel Lee” (Edgar Allan Poe)</li> <li>▪ “Because I could not stop for Death” (Emily Dickinson)</li> <li>▪ “I Hear America Singing” (Walt Whitman)</li> <li>▪ “Song of Myself” (Walt Whitman)</li> <li>▪ “The Old Oaken Bucket” (Samuel Woodworth)</li> <li>▪ “The Raven” (Edgar Allan Poe)</li> <li>▪ “This is my letter to the World” (Emily Dickinson)</li> <li>▪ “When Lilacs Last in the Dooryard Bloom’d” (Walt Whitman)</li> </ul> <p>Novel</p> <ul style="list-style-type: none"> <li>• <i>The Scarlet Letter</i> (Nathaniel Hawthorne)</li> <li>• Teacher generated list of novels for independent reading</li> </ul> <p>Short Stories</p> <ul style="list-style-type: none"> <li>▪ “Billy Budd” (Herman Melville)</li> <li>▪ “Rappaccini’s Daughter” (Nathaniel Hawthorne)</li> <li>▪ “Rip Van Winkle” (Washington Irving)</li> <li>▪ “The Fall of the House of Usher” (Edgar Allan Poe)</li> <li>▪ “The Legend of Sleepy Hollow” (Washington Irving)</li> <li>▪ “The Minister’s Black Veil” (Nathaniel Hawthorne)</li> <li>▪ “The Piazza” (Herman Melville)</li> <li>▪ “Young Goodman Brown” (Nathaniel Hawthorne)</li> </ul> <p>Essays</p> <ul style="list-style-type: none"> <li>▪ “Annexation” (John O’Sullivan) (<i>United States Magazine and Democratic Review</i> 17, No. 1, 1845)</li> </ul>	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ Alliteration</li> <li>▪ Anaphora</li> <li>▪ Assonance</li> <li>▪ chiaroscuro</li> <li>▪ Consonance</li> <li>▪ Hippocrates’ humors</li> <li>▪ Individualism</li> <li>▪ Lyric poetry</li> <li>▪ Manifest destiny</li> <li>▪ Metonymy</li> <li>▪ Noble savage</li> <li>▪ Paradox</li> <li>▪ Romanticism</li> <li>▪ Synecdoche</li> <li>▪ Transcendentalism</li> <li>▪ Verbal irony</li> </ul> <p>Students will read teacher-selected novels independently during Unit Three. Students will keep double-entry logs and meet in literature circles to discuss the texts. Understanding of the independent-reading novel will be assessed as part of the final exam essay.</p>

- “Brief life of Harvard’s ‘Midwife’: 1595-1643” (Peter J. Gomes)
- “Civil Disobedience” (Henry David Thoreau)
- “Self-Reliance” (Ralph Waldo Emerson)
- “Society and Solitude” (Ralph Waldo Emerson)

Nonfiction

- *Walden; or, Life in the Woods* (Henry David Thoreau) (excerpts)

Art

- Albert Bierstadt, *Looking Down Yosemite Valley* (1865)
- Asher Durand, *Kindred Spirits* (1849)
- Frederic Church, *Niagara* (1857)
- George Inness, *The Lackawanna Valley* (1855)
- Thomas Cole, *Romantic Landscape with Ruined Tower* (1832-1836)

Laptops

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard

## UNIT FIVE: EMERGING MODERNISM

### UNIT SUMMARY:

The unit traces the emergence of American modernism, including literature from World War I, and tracks the literature of “disillusionment” that followed the war. Students explore Robert Frost’s vision of nature as modernist rather than transcendentalist in its perspective. They identify the alienation of the modern man and the tensions that are embedded in the modernist works of F. Scott Fitzgerald and Ernest Hemingway. The works of Countee Cullen, Langston Hughes, and Zora Neale Hurston illustrate the breadth of the Harlem Renaissance literary movement. Informational and critical texts enrich the students’ analysis of the literary works.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

Unit Five explores the disillusionment that followed World War II in America (History). Visual art and music are used to understand the Harlem Renaissance and modernism (Arts).

Students will learn about the proponents of the Harlem Renaissance and their pride in Black artists and intellectuals (Global Awareness). The disparity of wealth in *Of Mice and Men* and the “unhappy” rich in *The Great Gatsby* will prompt discussions about the relationship between money and contentment (Financial, Economic, Business and Entrepreneurial Literacy).

## STANDARDS

### READING LITERATURE

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**RL.9-10.6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**RL.9-10.7:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

**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.

### **READING INFORMATIONAL TEXT**

**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI.9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

**RI.9-10.7:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

### **WRITING**

**W.9-10.1a-f:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.2a-f:** 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.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.5:** 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.
- W.9-10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.9a-b:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.9-10.10:** 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.

### **SPEAKING AND LISTENING**

- SL.9-10.1a-f:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### **LANGUAGE**

- L.9-10.1b:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2a-c:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.3a:** 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.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.9-10.6:** 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.

### **EDUCATIONAL TECHNOLOGY STANDARD**

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

## **21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

## **US HISTORY: AMERICA IN THE WORLD STANDARD**

6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

## **HISTORY OF THE ARTS AND CULTURE STANDARD**

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

## **AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD**

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

### **UNIT ESSENTIAL QUESTIONS:**

- How did modernization result in isolation and disillusionment in the early American twentieth century?
- Can intellect and art overcome racial prejudice?
- Are the rich and famous truly happy?
- Is the American Dream enough?
- How did modernism make sense of a cynical world?
- How does art reflect the values and experiences of a particular group or time period?
- How are art, history and literature interconnected?

### **UNIT ENDURING UNDERSTANDINGS:**

- America was disillusioned after World War II.
- African Americans used art to prove their humanity and demand for equality during the Harlem Renaissance.
- Wealth cannot buy happiness.
- Contentment is a theme found in art.
- Cultural and historical events impact art-making as well as how audiences respond to works of art.
- Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.

<ul style="list-style-type: none"> <li>How do we “read” and make meaning of art?</li> </ul>	<ul style="list-style-type: none"> <li>Recognition of fundamental elements within various arts disciplines is dependent on the ability to decipher cultural implications embedded in artworks.</li> </ul>
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TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
7 weeks	<ul style="list-style-type: none"> <li>Post-War Disillusionment ("Hope Despair and Memory", "State of the Union Address", "The Spirit of Liberty")</li> <li>Harlem Renaissance (works of Cullen, Hughes , Hurston and Waller)</li> <li>Lost Generation (<i>The Great Gatsby</i> and the works of Hemingway)</li> <li>Modernist ideas (works of Elliot, Frost, MacLeish, Moore and Pound)</li> </ul>	<ul style="list-style-type: none"> <li>Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> <li>Call up prior knowledge</li> <li>Preview title, text structure, vocabulary, author background</li> <li>Annotate while reading</li> <li>Use Essential Questions to inform one’s reading</li> <li>Use visual clues to inform one’s reading</li> <li>Question while reading</li> <li>Make predictions</li> <li>Make inferences</li> <li>Connect prior knowledge to new knowledge</li> <li>Connect new information to self and world</li> </ul> </li> <li>Conduct research to expand knowledge and provide evidence</li> <li>Employ the writing process to generate clear, insightful and well-written text</li> <li>Examine evidence of the alienation of “modern man.”</li> <li>Define and explain the origins of the Harlem Renaissance.</li> </ul>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>Double-entry logs</li> <li>Vocabulary in context</li> <li>Gallery: Modernism in art</li> <li>Literature Circles: <i>Of Mice and Men</i>, Harlem Renaissance Poetry, Hemingway’s Short Stories and Modernist Poetry</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>Style Emulation: Langston Hughes</li> <li>Argumentative Writing: Hope and Despair in Poetry</li> <li>Literary Analysis (Multiple Texts): "The Love Song of J. Alfred Prufrock" and <i>The Great Gatsby</i></li> </ul>

		<ul style="list-style-type: none"> <li>▪ Explore the relationship between historical events and literature as they emerge in the works of Harlem Renaissance poets and authors.</li> <li>▪ Define and explain the <i>Lost Generation</i>, noting experimental aspects of some works.</li> <li>▪ Note the relationship between themes in early twentieth-century American literature and nineteenth-century American thought.</li> <li>▪ Identify modernist ideas (using the informational text).</li> <li>▪ Analyze the relationship between modernist style and content.</li> </ul>	
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<b>TEACHER RESOURCES</b>	<b>TEACHER NOTES/REFLECTIONS</b>
<p>Speeches</p> <ul style="list-style-type: none"> <li>▪ "Hope Despair and Memory" (Elie Wiesel)</li> <li>▪ "State of the Union Address" (Franklin Delano Roosevelt)</li> <li>▪ "The Spirit of Liberty" speech at "I Am an American Day" (Learned Hand, 1944)</li> </ul> <p>Novels</p> <ul style="list-style-type: none"> <li>▪ <i>Of Mice and Men</i> (John Steinbeck)</li> <li>▪ <i>The Great Gatsby</i> (F. Scott Fitzgerald)</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>▪ "Mother to Son" (Langston Hughes)</li> <li>▪ "Tableau" (Countee Cullen)</li> <li>▪ "Yet Do I Marvel" (Countee Cullen)</li> <li>▪ "Birches" (Robert Frost)</li> <li>▪ "Poetry" (Marianne Moore)</li> <li>▪ "The Death of the Hired Man" (Robert Frost)</li> <li>▪ "The Love Song of J. Alfred Prufrock" (T.S. Eliot)</li> <li>▪ <i>The Pisan Cantos</i> (Ezra Pound) (selections)</li> <li>▪ "The Road Not Taken" (Robert Frost)</li> </ul>	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ Alienation</li> <li>▪ American modernism</li> <li>▪ Dialect</li> <li>▪ Disillusionment</li> <li>▪ Flashback</li> <li>▪ Foreshadowing</li> <li>▪ "Great migration"</li> <li>▪ Harlem Renaissance</li> <li>▪ Industrialization</li> <li>▪ Interior monologue</li> <li>▪ The Lost Generation</li> <li>▪ Motif</li> <li>▪ Stream of consciousness</li> <li>▪ Villanelle</li> </ul> <p>Students will read <i>Of Mice and Men</i> independently during Unit Five.</p>

<ul style="list-style-type: none"> <li>▪ “The Silent Slain” (Archibald MacLeish)</li> </ul> <p>Music</p> <ul style="list-style-type: none"> <li>▪ “Handful of Keys” (Thomas “Fats” Waller) (1931)</li> </ul> <p>Short Stories</p> <ul style="list-style-type: none"> <li>▪ “A Clean, Well-Lighted Place” (Ernest Hemingway)</li> <li>▪ “Hills Like White Elephants” (Ernest Hemingway)</li> <li>▪ “The Snows of Kilimanjaro” (Ernest Hemingway)</li> </ul> <p>Essays</p> <ul style="list-style-type: none"> <li>▪ “<i>The Great Gatsby</i> and the Twenties” (Ronald Berman)</li> <li>▪ "Towards a Definition of American Modernism" (Daniel Joseph Singal, <i>American Quarterly</i> 39, Spring 1987, 7-26)</li> <li>▪ Nonfiction</li> </ul> <p>Art</p> <ul style="list-style-type: none"> <li>▪ Alfred Stieglitz, <i>From the Back Window, 291</i> (1915)</li> <li>▪ Arthur Dove, <i>Goat</i> (1934)</li> <li>▪ Charles Demuth, <i>My Egypt</i> (1927)</li> <li>▪ Charles Sheeler, <i>Criss-Crossed Conveyors, River Rouge Plant, Ford Motor Company</i> (1927)</li> <li>▪ Georgia O’Keeffe, <i>Ram’s Head, Blue Morning Glory</i> (1938)</li> <li>▪ Imogen Cunningham, <i>Calla</i> (1929)</li> <li>▪ Marsden Hartley, <i>Mount Katahdin, Maine</i> (1939-1940)</li> <li>▪ Stuart Davis, <i>Owh! In San Pao</i> (1951)</li> </ul> <p>Laptops  GoogleDocs  Microsoft PowerPoint or SmartBoard software  LCD projector or SmartBoard</p>	<p>Students will keep double-entry logs and meet in literature circles to discuss the texts.</p>
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## UNIT SIX: ACTUALIZING THE AMERICAN DREAM

### UNIT SUMMARY:

The unit traces the flourishing of the American short story and the development of the novel and dramas since World War II. The unit includes a few titles from the twenty-first century as well. Students will read masters of the Southern short story—writers such as Eudora Welty and Flannery O’Connor. The 1960s are rich with both informational and literary works mirroring profound cultural shifts in the American social landscape. This unit also emphasizes how a changing political landscape, exemplified in the words of leaders such as John Fitzgerald Kennedy, has shaped the world in which we live.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

The final unit contextualizes post-WWII America for students with JFK’s Inaugural Address. The feelings of Americans about their country and themselves have improved significantly since the end of WWI (History). The change in American attitudes is made evident through the art and architecture of the time (Arts).

While America seems to healthy on the outside, discussions about *Death of a Salesman* allow students to have important conversations about mental health (Health Literacy)

## STANDARDS

### READING LITERATURE

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the

cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**RL.9-10.5:** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**RL.9-10.7:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

**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.

**RL.9-10.10:** By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

### **READING INFORMATIONAL TEXT**

**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.5:** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI.9-10.6:** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

**RI.9-10.7:** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

**RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**RI.9-10.9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

**RI.9-10.10:** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently

### **WRITING**

**W.9-10.1a-f:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.2a-f:** 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.9-10.3a-f:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5:** 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.

**W.9-10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.7:** 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.

**W.9-10.8:** 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

**W.9-10.9a-b:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.9-10.10:** 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.

## **SPEAKING AND LISTENING**

**SL.9-10.1a-f:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

**SL.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**SL.9-10.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**SL.9-10.5:** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**SL.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **LANGUAGE**

**L.9-10.1a-b:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.2a-c:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.3a:** 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.9-10.4a-d:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

**L.9-10.5a-b:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.6:** 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.

### **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

### **21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

### **US HISTORY: AMERICA IN THE WORLD STANDARD**

6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

### **HISTORY OF THE ARTS AND CULTURE STANDARD**

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

### **AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD**

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance,

music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist’s intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

<p><b>UNIT ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>▪ How does twentieth-century American literature represent a fulfillment of America’s promise?</li> <li>▪ How does the rhetoric of political leaders impact our understanding of American society?</li> <li>▪ How is the short story an American genre?</li> <li>▪ How do Southern writers reinvent Gothic fiction?</li> <li>▪ How has postmodernism influenced the “common reader”?</li> <li>▪ Can the tragic hero exist in contemporary America?</li> <li>▪ Can women achieve the American dream?</li> <li>▪ How does art reflect the values and experiences of a particular group or time period?</li> <li>▪ How are art, history and literature interconnected?</li> <li>▪ How do we “read” and make meaning of art?</li> </ul>	<p><b>UNIT ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>▪ Some American literature represents a fulfillment of America’s promise while other shows the illusiveness of the American Dream.</li> <li>▪ Definitions of American society are part of the rhetoric of political, religious and social leaders.</li> <li>▪ Many theorists believe that short stories are a distinctly American genre.</li> <li>▪ Postmodern writers are more concerned with the experience of the “common reader” than critical analysis.</li> <li>▪ The tragic hero has been reinvented in contemporary American drama as a new version of the common man.</li> <li>▪ Cultural and historical events impact art-making as well as how audiences respond to works of art.</li> <li>▪ Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</li> <li>▪ Recognition of fundamental elements within various arts disciplines is dependent on the ability to decipher cultural implications embedded in artworks.</li> </ul>
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TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
9 weeks	<ul style="list-style-type: none"> <li>▪ Setting the stage for post-modern America (Inaugural Address and Architecture)</li> <li>▪ The short story as an American genre (works by Carver, Cheever, Ellison, Oates and Updike read in literature circles)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employ a variety of active reading strategies to read for comprehension:               <ul style="list-style-type: none"> <li>▪ Call up prior knowledge</li> <li>▪ Preview title, text structure, vocabulary, author background</li> <li>▪ Annotate while reading</li> </ul> </li> </ul>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Double-entry log</li> <li>▪ Vocabulary in context</li> <li>▪ Gallery: Architecture and the American Dream</li> <li>▪ Gallery: American Expressionism</li> <li>▪ Literature Circles: Short Stories and</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Southern Gothic (works by Welty and O'Connor)</li> <li>▪ Postmodern and Beat poetry (titles below read in literature circles)</li> <li>▪ The Tragic Hero reinvented (<i>Death of a Salesman</i> and <i>Big Fish</i>)</li> <li>▪ Women and the American Dream (<i>The Bean Trees</i> and "Seeing")</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use Essential Questions to inform one's reading</li> <li>▪ Use visual clues to inform one's reading</li> <li>▪ Question while reading</li> <li>▪ Make predictions</li> <li>▪ Make inferences</li> <li>▪ Connect prior knowledge to new knowledge</li> <li>▪ Connect new information to self and world</li> <li>▪ Conduct research to expand knowledge and provide evidence</li> <li>▪ Employ the writing process to generate clear, insightful and well-written text</li> <li>▪ Analyze the development of the short story in post-World War II America.</li> <li>▪ Trace the development of the Southern Gothic tradition in American literature.</li> <li>▪ Recognize the emergence of dynamic views represented in literary texts by first- and second-generation Americans.</li> <li>▪ Explain how the Beat Generation challenged traditional forms and subjects in literature.</li> <li>▪ Identify multiple postmodernist approaches to critical analyses of literature.</li> <li>▪ Note the influence that postmodernism has had on the "common reader."</li> </ul>	<p>Poetry</p> <ul style="list-style-type: none"> <li>▪ Socratic Seminar: Is the American Dream fulfilled in <i>The Bean Trees</i> and "Seeing"?</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>▪ Creative Writing: Original Short Stories</li> <li>▪ American Poet presentations</li> <li>▪ Literary Analysis: <i>Death of a Salesman</i> and <i>Big Fish</i></li> </ul>
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<b>TEACHER RESOURCES</b>	<b>TEACHER NOTES/REFLECTIONS</b>
<p>Short Stories</p> <ul style="list-style-type: none"> <li>▪ “A &amp; P” (John Updike)</li> <li>▪ “A Good Man is Hard to Find” (Flannery O’Connor)</li> <li>▪ “A Small, Good Thing” (Raymond Carver)</li> <li>▪ “Flying Home” (Ralph Ellison)</li> <li>▪ “Petrified Man” (Eudora Welty)</li> <li>▪ “The Swimmer” (John Cheever)</li> <li>▪ “Where Are You Going, Where Have You Been?” (Joyce Carol Oates)</li> </ul> <p>Drama</p> <ul style="list-style-type: none"> <li>▪ <i>Death of a Salesman</i> (Arthur Miller)</li> </ul> <p>Novel</p> <ul style="list-style-type: none"> <li>▪ <i>The Bean Trees</i> (Barbara Kingsolver)</li> </ul> <p>Essay</p> <ul style="list-style-type: none"> <li>▪ “Seeing” or other essays from <i>Pilgrim at Tinker Creek</i> (Annie Dillard)</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>▪ "Advice to a Prophet" (Richard Wilbur)</li> <li>▪ “Days of 1964” (James Merrill)</li> <li>▪ "Happiness" or "The Current" (Raymond Carver)</li> <li>▪ “July in Washington” (Robert Lowell)</li> <li>▪ “Love Calls Us to the Things of This World” (Richard Wilbur)</li> <li>▪ “Memories of West Street and Lepke” (Robert Lowell)</li> <li>▪ “My Friends ” (W.S. Merwin)</li> <li>▪ “One Art” (Elizabeth Bishop)</li> <li>▪ “Sestina” (Elizabeth Bishop)</li> <li>▪ “Skunk Hour” (Robert Lowell)</li> <li>▪ “The Black Swan” (James Merrill)</li> <li>▪ “The Fish” (Elizabeth Bishop)</li> <li>▪ “The Octopus” (James Merrill)</li> <li>▪ “The Tartar Swept” (August Kleinzahler)</li> </ul>	<p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>▪ American Expressionism</li> <li>▪ Beatniks; the Beat Generation</li> <li>▪ Minimalism</li> <li>▪ Nonlinear narratives</li> <li>▪ Parody</li> <li>▪ Pastiche</li> <li>▪ Postmodernism</li> </ul> <p>Students will read teacher-selected novels independently during Unit Six. Students will keep double-entry logs and meet in literature circles to discuss the texts. Understanding of the independent-reading novels will be assessed as part of the final exam essay.</p>

- “The Visitor” (Carolyn Forché)
- “Tulips” (Sylvia Plath)

Speech

- Inaugural Address (January 20, 1961) (John F. Kennedy)

Film

- Tim Burton, dir., *Big Fish* (2003)

Architecture

- Farnsworth House, Plano, Illinois (1951)
- Seagram Building, New York City, New York (1957)

Art

- Barnett Newman, *Concord* (1949)
- David Smith, *Pillar of Sundays* (1945)
- Franz Kline, *Untitled* (1957)
- Jackson Pollock, *Number 28, 1950* (1950)
- Louise Bourgeois, *Red Fragmented Figure* (1953)
- Mark di Suvero, *Are Years What? (For Marianne Moore)* (1967)
- Mark Rothko, *Untitled* (1964)
- Robert Motherwell, *Elegy to the Spanish Republic, 70* (1961)
- Willem de Kooning, *Excavation* (1950)

Laptops

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard