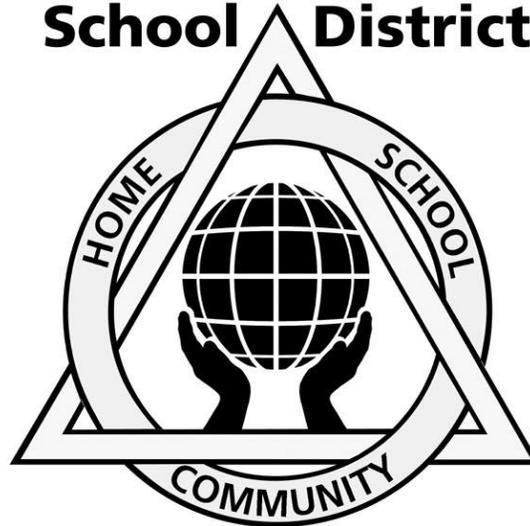


English III Communication Arts Curriculum

**Francis Howell
School District**



LEARNING TOGETHER

Board Approved: April 18, 2013

Curriculum Committee

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Francis Howell School District Mission Statement

Francis Howell School District is a learning community where all students reach their full potential.

Vision Statement

Francis Howell School District is an educational leader that builds excellence through a collaborative culture that values students, parents, employees, and the community as partners in learning.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement for all
- Operating safe and well-maintained schools
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing character and leadership

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Communication Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Communication Arts Rationale for English III

One of the goals of English III is to reinforce the literacy skills taught in English I and English II while beginning to prepare students for the challenging reading and writing they will encounter in English IV and life beyond high school. Students will focus on practicing all communication skills including reading, writing, speaking, listening, viewing, and finding and interpreting information. They will also be expected to combine their knowledge and experience by reflecting, exploring, and generating new ideas to solve problems and make decisions. They will study a wide variety of literature that focuses on self exploration and expanding students' knowledge and acceptance of the variety of human experiences and cultures. They will also practice effectively communicating their ideas and experiences to others through both speaking and writing.

Course Description for English III

This junior-level course will explore how American literature and writing has evolved over time. Students will explore text features, author purpose and style, societal background and influence, historical events and their impact on morale, the evolution of writing techniques and how they affect a text. The foundation of these units serves as a foundation in American Literature to prepare students for European literature.

English III Units & Standards Overview & Course Map

Unit A: New World	Unit B: Changing Nation	Unit C/D: Realism and Modernism-- Exploring the Loss and Challenges of a New Era	Unit E: Contemporary Literature
8 weeks	8 weeks	12 Weeks	4 Weeks
PE Standards: RI2, RI6	PE Standards:	PE Standards: W2	PE Standards: W1
RL1 RL2 RL3 RL5 RL7 RL9 RL10	RL1 RL 2 RL 3 RL4 RL 9 RL 10	RL1 RL2 RL3 RL4 RL5 RL6 RL9 RL10	RL1 RL2 RL3 RL4 RL 5 RL 7 RL9
RI2 RI6 RI9 RI10	RI1 RI2 RI6 RI10	RI1 RI2 RI3 RI4 RI5 RI6 RI 7 RI8 RI9 RI10	RI 1 RI2 RI3 RI7 RI8 RI9
W2 W4 W8 W9 W10	W1 W2 W4 W9 W10	W1 W2 W3 W4 W5 W6 W7 W8 W9 W10	W2 W4 W7 W8 W9
L3 L4 L5 L6	L1 L2 L5 L6	L1 L2 L3 L4 L5 L6	L2 L4 L6
SL1 SL2 SL3 SL4 SL5 SL6	SL 1 SL3 SL4 SL6	SL1 SL2 SL3 SL4 SL5 SL6	SL 1 SL3 SL 5 SL6

Semester 1

Semester 2

*Bold denotes priority standards

English III Course Map

	Unit Description	Unit Timeline	PE Summary	PE Standards
Q1	<p>A New World: This unit allows students to examine the works of some of the earliest American settlers in the “New World.” Students will learn and utilize reading strategies, identify and analyze literary devices, and expand their awareness of author’s style, author’s choice, and reader’s experience.</p>	<p>Approximately 8 weeks</p> <ol style="list-style-type: none"> 1. Active reading strategies 2. Literary Periods/Eras (<i>reference throughout the course, prior to beginning a new time period</i>) 3. Historical informational documents 4. Read <i>The Crucible</i>, character analysis, connect to film, and analysis constructed response paragraph 5. Students will be individually assessed by analyzing Thomas Paine’s purpose in using rhetorical devices in “Speech to the Virginia Convention.” 6. ACT Prep practice 	<p>This PE will be completed over one class period. Students will read “Speech to the Virginia Convention” by Patrick Henry. They will respond to two questions in constructed response format. They will analyze the American Dream in 1st quarter literature, and they will choose two rhetorical devices in his speech to analyze (without notes): euphemism, anaphora, aphorism, ethos, pathos, logos, apostrophe, parallelism, rhetorical question, and understatement. Teachers will use the CR scoring guide to grade the responses. No device notes should be used during the PE.</p>	<p>RI6, RI7, RL1, SL2, SL4, SL5, W4, W8, W9, W10</p>
Q2	<p>A Changing Nation: This unit focuses on the emerging movement of American Romanticism in the early nineteenth century and the period leading up to the Civil War. Texts in this unit will focus on individualism, self-reliance, appreciation of nature, the human psyche, and nonconformity. Students will explore themes of individualism and Transcendentalism. Students will continue to build upon reading strategies and analysis of literary devices, and they will expand their awareness of author’s style, author’s choice, and reader’s experience, symbolism, supernatural foreshadowing, and plots arranged around crisis moments, romantic love, honor, integrity, and idealism of self.</p>	<p>Approximately 8 weeks</p> <ol style="list-style-type: none"> 1. Poetic devices 2. Romantic and transcendentalist poetry 3. Romantic and transcendentalist fiction 4. Hyphen workshop 5. Practice with analysis and synthesis writing using quotes for support 6. Argument and synthesis essay (Performance Assessment) with Steinbeck’s “America and Americans.” 7. ACT Prep practice 	<p>This PE will be completed over three class periods. Students will read John Steinbeck’s “America and Americans” and decide which era from 1st semester (Puritanism, Rationalism, Romanticism, or Transcendentalism) shares his view of the American Dream. Then, using a quote from Steinbeck’s text and a text we’ve read this semester, they will write a 4-5 paragraph essay that argues how Steinbeck and that era share 2-3 reasons why the American Dream is unattainable. No device notes should be used during the PE; however, students will be allowed to access texts from the semester.</p>	<p>RI1, RI10, W1, W2, W4, W9, W10, L1, L2</p>

<p>Q3/ Q4</p>	<p>This unit examines the literature of an evolving young nation and issues such as the challenges of slavery and westward expansion, the changing role of women, regionalism, and overall growth of the nation. It includes a combination of research, writing, and analysis of the early 20th Century writers as they dealt with the Civil War and World War I. The unit will also focus on the writers’ struggle with the investigation of American individualism, pursuit of civil liberties for all, and the disillusionment that followed these experiences.</p>	<p>12 Weeks</p> <ol style="list-style-type: none"> 1. Active Reading Strategies 2. Informational text, specific to the Civil War era 3. Research a topic 4. Discussions over topics and research 5. Create a project 6. Edit Research Project 7. Present Research 8. Read <i>The Adventures of Huckleberry Finn</i>, <i>The Great Gatsby</i>, or other novel that include similar themes 9. Write a literary analysis essay connecting research to literary works. 10. Participate in seminar discussions 11. Individual presentation 12. Discuss Harlem Renaissance poetry 13. Read and interpret modernist poems and short stories 14. Discover civil rights texts 15. ACT Prep practice 	<p>Unit assessment is the written connection made between the research and the literature read during the unit. Three outside sources are required to support the findings. Students will be graded on the research process, including reflecting on their research, as well as products. After reading the literature of the era, use the notes you took during the research presentations and class to make deeper connections to the pieces studied in this unit. Analyze this background information regarding the era and apply it to the literature and the informational texts read. Use this connection to write an analysis proving how societal issues and an author’s background affect his/her writing.</p>	<p>RL1, RL2, RL3, RL9, RL10, RI1, RI2, RI3, RI7, W2, W4, W5, W6, W7, W8, W9, W10, SL4, SL5, SL6, L1, L2, L6</p>
<p>Q4</p>	<p>This unit concludes the exploration of the American experience by addressing literary and nonfiction texts that reflect the challenges and success of America in the latter half of the twentieth century. The focus of the unit is on the flourishing American short story and the development of the novel and dramas since World War II, citing tensions cultural shifts in the American landscape and tensions within the emerging African American literary tradition. The 1960’s are rich with informational and literary works mirroring profound cultural shifts in the American landscape. This unit also examines the changing political landscape shaped the world in which we live.</p>	<p>4 weeks</p> <ol style="list-style-type: none"> 1. Read and interpret Post-Modernist works 2. Active Reading Strategies 3. Compare the short stories of Richard Wright and Ralph Ellison 4. Complete a research presentation to answer the unit’s essential question 	<p>This PE will be completed over 3 class periods. Students will read two articles. After reading both articles students will write an essay (at least five paragraphs) answering the essential question: Is the American Dream still alive? They will cite literary text(s) we have read this semester, as well as the informational texts provided to support your position. No notes should be used during the PE; however, students will be allowed to access texts from the semester.</p>	<p>RL1, RL2, RL9, RI1, RI2, RI3, RI7, W2, W4, W7, W8, W9</p>

Content Area: English	Course: English III	UNIT: A New World (Unit A)
<p>Unit Description: Puritanism and Rationalism/Deism (1750-1800)</p> <p>This unit allows students to experience the earliest American literature and note the contemporary endurance of some of its themes. This unit focuses primarily on nonfiction prose – including sermons and diaries – and some poetry from 17th and early 18th American literature. Students will examine the works of early Americans in various parts of the “New World.” Students will learn and utilize reading strategies, identify and analyze literary devices, and expand their awareness of author’s style, author’s choice, and reader’s experience.</p> <p>-Texts in this unit are primary sources written by and about Puritan and Rationalist ideas and include: narratives, letters, diaries, speeches, autobiographies and photographs.</p> <p>-The topics will include</p> <ul style="list-style-type: none"> • Societal unrest & Economic distress • Pursuit of happiness & The “American Dream” • Religious persecution • Formation of government/power <p>-The play, <i>The Crucible</i>, is a not a “period piece” – it was chosen to further exemplify the political and religious persecution of this time period and to influence students to analyze author’s purpose, author’s style, dialect, and universal theme in drama.</p>	<p>Unit Timeline: approximately 8 weeks</p> <ol style="list-style-type: none"> 1. Active reading strategies 2. Puritanism and Rationalism Literary Periods/Eras (<i>reference throughout the course, prior to beginning a new time period</i>) 3. Historical informational documents 4. Read <i>The Crucible</i>, character analysis, connect to film, and analysis constructed response paragraph 5. Students will be individually assessed by reading and analyzing rhetorical devices in “Speech to the Virginia Convention” by Patrick Henry 6. ACT Prep practice 	

DESIRED RESULTS

Transfer Goal – Students will analyze and evaluate American texts by synthesizing and communicating their findings accurately and clearly.

Understandings –

1. Students will identify and use active-reading strategies and background information to aid interpretation of historical literature.
2. Students will discuss and analyze authors' point of view and style, and historical conflicts in Early-Americans.
3. Students will discuss how author's choices (tone and rhetorical devices) influence and persuade the reader.
4. Students will prepare and give a formal summary and brief analysis of rhetorical devices in a historical sermon.
5. Students will analyze the development, purpose, motivations, and conflicts of characters in a drama.
6. Students will analyze a historical speech, its representation of the American Dream, and the author's use of rhetorical devices.
7. Students will learn strategies for taking the ACT English and Reading sections.

Essential Questions:

1. What difficulties did the early settlers encounter?
2. How did religion initially influence government?
3. Why does society need a fair justice system?
4. What struggles did the Puritans face?
5. How does hysteria thrive during troubled times?
6. How does repression of Puritans lead to rebellion and change?
7. What is the most strategic way to take the ACT?

Students Will Know...	Standard	Students Will Be Able to ...	Standard
<p>The definition of an inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of theme and how to find evidence to support the themes as well as how other elements of literature (characterization, plot, setting, tone, point of view, etc.) create and build themes. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>The definition of setting, plot, characterization as well as that the authors is intentional about these decisions in order to convey the overall purpose of the text.</p> <p>The definition of figurative language and words sometimes have connotative meanings. The author is deliberate in the use of words in order to convey a certain tone, which holds the reader's attention and ultimately conveys the overall message of the text.</p> <p>Authors make deliberate choices regarding text structure to hold the reader's attention and best convey the overall message of the text.</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</p>	<p>Reading Literature:</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where the story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>Analyze how the author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide comedic or tragic resolutions) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</p>

<p>Stories, dramas, and poems are from one person’s perspective and can vary depending on that perspective. Readers must be actively engaged in analyzing and evaluating the choices the author makes and how effective those choices are.</p>	RL7	<p>Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live productions of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	RL7
<p>Historical time periods affect literary works and the themes of those literary works.</p>	RL9	<p>Demonstrate knowledge of the eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same time period treat similar themes or topics.</p>	RL9
<p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p>	RL10	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of range.</p>	RL10
<p>The definition of main idea and how to find evidence to support that main idea as well as how each idea builds on another to create the overall message of the author. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p>	RI2	<p>Reading Informational Texts:</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to provide a complex analysis; provide an objective summary of the text.</p>	RI2
<p>The different types of point of view (perspectives) and how effective each of them is in conveying the overall message. Author’s use specific rhetoric deliberately to convey their overall purpose.</p>	RI6	<p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing, how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	RI6
<p>Where to find information regarding specific questions or problems and how to evaluate the accuracy and adequacy of a source.</p>	RI7	<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	RI7
			RI9

<p>Historical time periods affect literary works and the themes of those literary works. Readers must analyze different text features and use different strategies for primary source documents.</p> <p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p> <p>Writers write to convey their purpose or message and keep an objective tone while writing informational texts.</p> <p>Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources.</p> <p>Writers have an effective beginning, middle and end that the reader can easily follow.</p> <p>Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p>	<p>RI9</p> <p>RI10</p> <p>W2</p>	<p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing:</p> <p>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.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g. figures, tables) and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transition and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 	<p>RI10</p> <p>W2</p>
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<p>Writers know and use specific traits because they contribute to clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</p> <p>Researchers review and evaluate multiple resources to find the most accurate and most relevant information. Researchers understand there is a delicate balance between their own ideas and that of the sources. Researchers understand the importance of citing sources.</p> <p>Writers analyze and evaluate evidence from sources and use that evidence to convey their controlling idea.</p>	<p>W4</p> <p>W8</p> <p>W9</p>	<p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).</p> <p>Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11-12 Reading standards to literature</p> <p>b. Apply grades 11-12 Reading standards to literary nonfiction</p>	<p>W4</p> <p>W8</p> <p>W9</p>
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<p>Writers write for a variety of purposes and write a variety of texts in order to improve their skills.</p> <p>Readers analyze an author’s language choices and syntax and evaluate whether it is effective or not. Similarly, writers use specific language and syntax for effect and clarity of meaning.</p> <p>Readers use a variety of strategies to figure out unknown words, such as using context clues, knowledge of roots and affixes, and referencing a dictionary.</p>	<p>W10</p> <p>L3</p> <p>L4</p>	<p>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.</p> <p>Language:</p> <p>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.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g. Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts o speech. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination f the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary). 	<p>W10</p> <p>L3</p> <p>L4</p>
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<p>Words can have multiple meanings and nuances as well as figurative meanings.</p> <p>Different contents all have different vocabulary and that vocabulary is essential to understanding of texts. Readers have multiple places to go to define these words.</p> <p>Discussions require collaboration, preparation, research, and questioning to clarify others' perspectives as well as providing a clear response.</p>	<p>L5</p> <p>L6</p> <p>SL1</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. <p>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.</p> <p>Speaking and Listening:</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led_ with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate the thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic of issue; 	<p>L5</p> <p>L6</p> <p>SL1</p>
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<p>Information should be from multiple types of sources and researchers need to evaluate each source for credibility, accuracy and adequacy of evidence before using that information to solve a problem or make a decision.</p> <p>Speakers and writers create text with a certain purpose or, at times, bias, and readers need to evaluate all components of the text before trusting the text.</p> <p>Presenters are clear in conveying their message and purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.</p> <p>Presenters use a variety of digital media for presentations to hold the listener's interest. Presenters will need to be exposed to a variety of digital media so they can practice.</p> <p>Presenters modify speech depending on audience and task.</p>	<p>SL2</p> <p>SL3</p> <p>SL4</p> <p>SL5</p> <p>SL6</p>	<p>clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspective.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and range of formal and informal tasks.</p> <p>Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL2</p> <p>SL3</p> <p>SL4</p> <p>SL5</p> <p>SL6</p>
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EVIDENCE of LEARNING

<p><u>Understanding</u></p> <p align="center">7</p>	<p><u>Standards</u></p> <p>RI2, RI6</p>	<p>Unit Performance Assessment: This PE will be completed over one class period. Students will read “Speech to the Virginia Convention” by Patrick Henry. They will respond to two questions in constructed response format. They will analyze the American Dream in 1st quarter literature, and they will choose two rhetorical devices in his speech to analyze (without notes): euphemism, anaphora, aphorism, ethos, pathos, logos, apostrophe, parallelism, rhetorical question, and understatement. Teachers will use the CR scoring guide to grade the responses.</p> <ul style="list-style-type: none"> • Student Prompt: Read the speech and answer the questions in complete sentences with textual support. What was the American Dream of the Rationalist era, and how does this speech reflect that idea? What is Patrick Henry’s purpose in writing his speech, and how does he use rhetorical devices to achieve that purpose? Analyze his use of two of these devices in your response: euphemism, anaphora, aphorism, ethos, pathos, logos, apostrophe, parallelism, rhetorical question, or understatement. 	<p><u>R/R Quadrant</u></p> <p align="center">C</p>
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SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant</u>
1	RL1, RL2, RL3, RL9, RL10, RI6	1. Students will learn about analyzing during reading, active reading strategies (Personal Reading-Level Check), and analysis topics. Teachers will also give historical background on the Early American literary era. Historical era/period notes should be given throughout the course, prior to beginning a new time period. (Appendix A1, A2, A3, A4)	Personal Reading-Level Check. Teacher-Prepared Guided Notes	C
1, 2, 3	RL2, RL3, RL9, RL10, RI6, RI9, L3, L4, W4, W2, W9, W10	2. Students will read “From La Relacion, by Alvar Nunez Cabeza de Vaca” and “From the Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson.” Students will utilize reading strategies (Beyond the Yellow Highlighter) throughout the reading and work through regional and historical dialect of the texts. They will develop an explanatory response analyzing the effect author purpose and point of view. (Appendix A5, A6, and A7)	“Beyond the Yellow Highlighter: Teaching Annotation Skills...”	D
2, 3	RL9, RL10, RI6, RI9, SL3, L3, L4, L5, L6	3. Students will familiarize themselves with vocabulary and analyze author’s choices and speaker’s use of rhetorical devices in “Sinners In the Hands of an Angry God” and “Speech to the Virginia Convention.” Students will use active-reading strategies to highlight examples of figurative language in each text. (Appendix A8 and A9)	Word Wall	C
4	RI2, RI6,	4. Students will prepare and give formal summaries of different (teacher-selected) sections of	Summarizing &	A

	W4, SL1, SL3, SL6, W10, L6	“Sinners in the Hands of an Angry God” in partner-groups. In addition to a detailed summary, each partnership will find one rhetorical device in their assigned section and explain it to the class (including the purpose of using it in the sermon). (Appendix A10)	Note-taking	
1	RL1, RL2, RL3, RL10, RI9, RI2, SL1, SL3, SL6, L6	5. Students will create inferences (4-Questions by Marzano) during pre-reading discussions about the historical context of the drama, <i>The Crucible</i> . Students will use “Teacher Prepared Notes” to analyze the development of characters in <i>The Crucible</i> , including their conflicts and motivations and engage in conversations about text-to-self and text-to-society connections. (Appendix A11)	Inference Strategy	D
5	RL1, RL2, RL3, RL4, RL5, RL7, RL10, W2, W9, W10	6. Students will write three mini literary analysis (constructed responses) as they read and analyze <i>The Crucible</i> covering topics such as theme, author’s style, diction, tone, characterization, setting, and symbolism. Students will also compare the movie to the text, and how each version incorporates those devices. Quadrant C (Appendix A12)	“Seven Strategies to Teach Students Text Comprehension”	C
6	RL1, RI6, RI7, SL1, SL2, SL5, W4, W8, W9, W10	7. Students will use digital media resources to create a Public Service Announcement (PSA). The project will use at least 4 rhetorical devices informing the audience about similar themes and issues from <i>The Crucible</i> . (Appendix A13)		D

UNIT RESOURCES

Suggested Texts:

Textbook:

Literature and the Language Arts: The American Tradition The EMC Masterpiece Series

Fiction:

-*The Scarlet Letter* by Nathaniel Hawthorne

Poetry:

“To My Dear and Loving Husband” Anne Bradstreet

“Upon the Burning of Our House” Anne Bradstreet

“Huswifery” Edward Taylor

Drama:

The Crucible Arthur Miller

Informational Texts:

"Foundation of Government" John Adams

"From the Iroquois Constitution"

"From the Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson" Mary Rowlandson

"Speech to the Virginia Convention" Patrick Henry

"The Declaration of Independence"

"The Interesting Life of Olaudah Equiano, or Gustavus Vassa, the African" Olaudah Equiano

"The General History of Virginia" John Smith

"La Relacion" by Alvar Nunez Cabeza de Vaca

Speeches:

"Speech to the Virginia Convention" Patrick Henry

"Sinners In the Hands of an Angry God" Jonathan Edwards

Teacher Resources:

Personal Reading-Level Check.

Deeper Reading (Kelly Gallagher, 2004)

Yellow Highlighter and annotation skills.

"Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension"

Porter-ODonnell, Carol. English Journal, Vol. 93, No. 5, May 2004 (NCTE, 2004)

(http://www.csun.edu/~krowlands/Content/Academic_Resources/Reading/Useful%20Articles/Beyond%20the%20Yellow%20Highlighter.pdf)

Word Wall: "How to Teach Academic Vocabulary" (Dr. Sharon Faber, 2012)

The text gives dozens of lessons on teaching vocabulary, including a "Word Wall."

"Seven Strategies to Teach Students Text Comprehension"

C.R. Adler (<http://www.readingrockets.org/article/3479/>)

Vocabulary:

Allusion—a reference to a person, place, event or thing in history, myth, or another work of literature

Analogy—an expression showing similarities between two things. (Analogies show relationships. Analogies take the printed form A:B :: C:D and are read —A is to B as C is to D.)

Anaphora— one of the devices of repetition, in which the same phrase is repeated at the beginning of two or more

Anecdote—a short narrative of events or incidents, often included in a longer text to support a point or pattern in the text

Annotations— an active reading strategy which promotes critical thinking; marking the text and recording such things as literary devices and elements, questions, key words, etc.

Aphorism—a short saying expressing a general truth

Apostrophe—a digression in the form of an address to someone not present, or to a personified object or idea

Appeals—the power or ability to attract, interest, amuse, or stimulate the mind or emotions

1. **Ethos:** *the source's credibility, the speaker's/author's authority*
2. **Logos:** *the logic used to support a claim (induction and deduction); can also be the facts and statistics used to help support the argument*
3. **Pathos:** *the emotional or motivational appeals; vivid language, emotional language and numerous sensory details.*

Assonance— the repetition of vowel sounds but not consonant sounds

Characterization—describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

1. **Direct:** *the personality of a fictitious character is revealed by the use of descriptive adjectives, or phrases*
2. **Indirect:** *the personality of a fictitious character is revealed through the character's speech, actions, appearance, etc.*

Conflict— the struggle or clash between opposing characters or opposing forces

1. **External conflict:** *a struggle between a character and an outside force*

-person versus person

-person versus society

-person versus nature

-person versus "fate"

2. **Internal conflict:** *a struggle within a character*

-person versus self

Consonance— attitude and emotional feelings associated with a word or idea

Dialect— representation of the language spoken by the people of a particular place, time or social group

1. **Regional dialect:** *spoken in a specific geographic region*
2. **Social dialect:** *spoken by members of a specific social group or class*

Euphemism— mild or indirect word or expression substituted for one considered to be too harsh or blunt

Extended Metaphor— a metaphor introduced and then further developed throughout all or part of a literary work, especially a poem

Hyperbole— literary technique in which exaggeration is used to convey meaning (e.g. "I've told you a million times")

Irony— literary technique that contrasts expectations and reality

1. **Situational irony:** *an occurrence that contradicts the expectations of the reader or audience*
2. **Verbal irony:** *when a writer or speaker says one thing but means the opposite*
3. **Dramatic irony:** *a character in a narrative or drama is unaware of something the reader or audience knows*

Idealism— the theory that reality is based on the mind and ideas

Metaphor—literary technique that makes a direct comparison between two things in different classes that does not use the connective words —like or —as, such as love and a rose or happiness and a blue sky

Oxymoron— a figure of speech in which incompatible or contradictory terms appear side by side, (e.g., “jumbo shrimp”)

Parallelism/Parallel Structure— deliberate repetition of similar or identical words and phrases in neighboring lines, sentences, or paragraphs; deliberate balance of two or more similar words, phrases or clauses in succession

Point-of-View— chiefly in literary texts, the narrative point of view; more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character

1. **First person point of view:** *the narrator participates in the action and refers to himself/herself as “I”*
2. **Second person point of view:** *not frequently used; the “you” in directions, explanations or arguments*
3. **Third person point of view:** *the narrator is not a character in the story - refers to the characters as “he” or “she” as the events are told*
 - limited omniscient point of view:** *the narrator relates the inner thoughts and feelings of just one character*
 - omniscient point of view:** *the narrator is all-knowing and can*

Rhetorical Question— a question asked solely to produce an effect or to make an assertion and not to elicit a reply (e.g. “What is so rare as a day in June?”)

Repetition— the return of a word, phrase, stanza form, or effect in any form of literature. Repetition is an effective literary device that may bring comfort, suggest order, or add special meaning to a piece of literature

Sermon— a serious speech, discourse, or exhortation, especially on a moral issue

Setting— the geographic location and time period of a story

Symbolism— an object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning

Theme— the underlying or implicit meaning, concept, or message in a text

Tone— the attitude the author takes toward the subject, the characters, or the audience

Understatement— presenting something as less important than it actually is

Content Area: English	Course: English III	UNIT: A Changing Nation (Unit B)
<p>Unit Description: American Romanticism and Dark Romanticism (1790-1865), and Transcendentalism (1835-1860)</p> <p>This 8-week unit, the second of four, focuses on the emerging movement of American Romanticism in the early nineteenth century and the period leading up to the Civil War. Texts in this unit will focus on individualism, self-reliance, appreciation of nature, the human psyche, and nonconformity. Students will explore themes of individualism and Transcendentalism. Students will continue to build upon reading strategies and analysis of literary devices, and they will expand their awareness of author’s style, author’s choice, and reader’s experience, symbolism, supernatural foreshadowing, and plots arranged around crisis moments, romantic love, honor, integrity, and idealism of self.</p> <p>-The topics will include</p> <ul style="list-style-type: none"> • Escapism • Use of symbolism • Emotional intensity • Common man as hero • Self-Awareness and celebration of “self” • Highly imaginative settings and situations • Individuality (Non-Conformity) vs. Conformity • Respect for nature as a refuge, source of knowledge and/or spirituality 	<p>Unit Timeline: Approximately 8 weeks</p> <ol style="list-style-type: none"> 1. Poetic devices 2. Romantic and Transcendentalist poetry 3. Romantic and Transcendentalist fiction 4. Hyphen workshop 5. Practice with analysis and synthesis writing using quotes for support 6. Argument and synthesis essay (Performance Assessment) 7. ACT Prep practice 	

DESIRED RESULTS

Transfer Goal – Students will analyze and evaluate American texts by synthesizing and communicating their findings accurately and clearly.

Understandings –

1. Students will identify, analyze, and apply the use of poetic devices.
2. Students will discuss how author’s choices (tone, diction, devices) impact the atmosphere and affect the reader.
3. Students will analyze how an author uses similar techniques in two separate texts.
4. Students will assess and discuss opinions on personal “individuality” and societal “conformity.”
5. Students will analyze how two texts are connected by similar themes, characterization, and/or conflicts using specific evidence and details from each text.
6. Write an analysis essay using valid reasoning and relevant and sufficient evidence, proper format, syntax, evidence, and formal style.
7. Students will practice strategies for taking the ACT English and Reading sections.

Essential Questions:

1. What is the purpose and effect of symbolism?
2. How do different people react to triumph and tragedy?
3. Why is it important to be self-aware?
4. Why should society appreciate nature?
5. What does “Carpe Diem” mean and look like in our current society?
6. What is American individualism and how does the impact our current society?

Students Will Know...	Standard	Students Will Be Able to ...	Standard
<p>The definition of an inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of theme and how to find evidence to support the themes as well as how other elements of literature (characterization, plot, setting, tone, point of view, etc.) create and build themes. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>The definition of setting, plot, characterization as well as that the authors is intentional about these decisions in order to convey the overall purpose of the text.</p> <p>The definition of figurative language and words sometimes have connotative meanings. The author is deliberate in the use of words in order to convey a certain tone, which holds the reader's attention and ultimately conveys the overall message of the text.</p> <p>The definitions of satire, sarcasm, irony, and understatement and why an author would use them in a text to support their overall message.</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL6</p>	<p>Reading Literature:</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where the story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in the text from what is really meant (e.g. satire, sarcasm, irony, or understatement).</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL6</p>

<p>Historical time periods affect literary works and the themes of those literary works. Readers must analyze different text features and use different strategies for primary source documents.</p> <p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p> <p>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of main idea and how to find evidence to support that main idea as well as how each idea builds on another to create the overall message of the author. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>The different types of point of view (perspectives) and how effective each of them is in conveying the overall message. Author's use specific rhetoric deliberately to convey their overall purpose.</p> <p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p>	<p>RL9</p> <p>RL10</p> <p>RI1</p> <p>RI2</p> <p>RI6</p> <p>RI10</p>	<p>Demonstrate knowledge of the eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same time period treat similar themes or topics.</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of range.</p> <p>Reading Informational Texts:</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to provide a complex analysis; provide an objective summary of the text.</p> <p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RL9</p> <p>RL10</p> <p>RI1</p> <p>RI2</p> <p>RI6</p> <p>RI10</p>
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<p>Writers write to convey their purpose or message and keep an objective tone and present both sides while writing arguments.</p> <p>Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources.</p> <p>Writers have an effective beginning, middle and end that the reader can easily follow.</p> <p>Writers use the most up-to-date and accurate information as evidence</p> <p>Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p>	<p>W1</p>	<p>Writing:</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>W1</p>
<p>Writers write to convey their purpose or message and keep an objective tone while writing informational texts.</p> <p>Writers have one strong, controlling idea and support that</p>	<p>W2</p>	<p>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.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and 	<p>W2</p>

<p>idea with concrete, specific details, facts, quotes, or other information from sources.</p> <p>Writers have an effective beginning, middle and end that the reader can easily follow.</p> <p>Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p>		<p>information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g. figures, tables) and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transition and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implication or the significance of the topic).</p>	
<p>Writers know and use specific traits because they contribute to clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</p>	W4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	W4
<p>Writers follow a process when they write. The process should include prewriting, drafting, revising (based on feedback), editing and publishing. Writer need to be aware of audience and purpose and choose appropriate form to suit them.</p>	W5	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purposes and audience.</p>	W5

<p>Writers analyze and evaluate evidence from sources and use that evidence to convey their controlling idea.</p> <p>Writers write for a variety of purposes and write a variety of texts in order to improve their skills.</p> <p>Writers edit their work, consulting references, after revising to ensure that it is free from errors. Writers sometimes break usage conventions to fit style and overall purpose.</p> <p>Writers edit their own and others' work for capitalization, punctuation, and spelling errors. Writers consult references when they don't know proper convention rules. Hyphenation conventions and the purpose behind using hyphens.</p> <p>Words can have multiple meanings and nuances as well as figurative meanings.</p> <p>Different contents all have different vocabulary and that vocabulary is essential to understanding of texts. Readers have multiple places to go to define these words.</p>	<p>W9</p> <p>W10</p> <p>L1</p> <p>L2</p> <p>L5</p> <p>L6</p>	<p>Draw evidence from literary texts to support analysis, reflection, and research.</p> <p>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.</p> <p>Language: Demonstrate command of the conventions of standard English grammar and usage when writing or spelling.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed. <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions b. Spell correctly <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. <p>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</p>	<p>W9</p> <p>W10</p> <p>L1</p> <p>L2</p> <p>L5</p> <p>L6</p>
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Presenters are clear in conveying their message and purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.	SL4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	SL4
Presenters modify speech depending on audience and task.	SL6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	SL6

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
6		<p>This PE will be completed over three class periods. Students will read John Steinbeck's "America and Americans" and decide which era from 1st semester (Puritanism, Rationalism, Romanticism, or Transcendentalism) shares his view of the American Dream. Then, using a quote from Steinbeck's text and a text we've read this semester, they will write a 4-5 paragraph essay that argues how Steinbeck and that era share 2-3 reasons why the American Dream is unattainable.</p> <ul style="list-style-type: none"> <p>Student Prompt: This semester you've read texts from and learned about social issues in Puritanism, Rationalism, Romanticism, and Transcendentalism. You've witnessed how society and its view of the American Dream evolve between eras. Read John Steinbeck's "America and Americans" and decide which era shares his view of the American Dream. Write a 4-5 paragraph essay that argues how Steinbeck and that era share 2-3 reasons why the American Dream is unattainable. Use one quote from Steinbeck's text and one quote from a text from that era to support your claim in each body paragraph. (Appendix B16)</p> <p align="center">  English III 2nd Quarter PE.docx </p>	D

SAMPLE LEARNING PLAN

Pre-assessment:				
<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u>
1	RI2, RL3, RL4	1. Students will take notes and create their own examples of poetic devices using the Teacher Prepared Notes. (Appendix B1 and B2)	Teacher Prepared Notes	A
1, 3, 5	RL1, RL2, RL4, RL9, RL10	2. Students will read "O Captain! My Captain" and "The Raven" and analyze the poetic devices and universal themes of both, using Creating Metaphors During Reading. Student will then compose an original poem using the poetic devices. (Appendix B3 and B4)	Creating Metaphors During Reading	C
1, 2, 3, 5	RL1, RL4, RL9, RL10, RL6	3. Students will take assessment on poetic devices and draw parallels between two poems and analyze how they share a similar theme. (Appendix B5)		C
2, 3, 5	RL2, RL6, RL9, RL10, L5, L6, SL1, SL6	4. Students will read "The Fall of the House of Usher" and analyze two universal themes from the story. Teacher may also have students analyze literary devices (metaphor, symbolism, tone, irony) in groups and share out analysis. (Appendix B6)		C
4	SL1a-d, SL6	5. Students will complete the Pre-Reading questionnaire as an Anticipation Guide. Before we begin Transcendentalist literature, answer the prompts about personal individualism and non-conformity. The class will discuss and share-out the answers in a debate-format. These ideas will be revisited throughout the Transcendentalist texts. (Appendix B7)	Anticipation Guide	B
3	RL2, RL3, RL9, RL10, RI6, SL1, SL4, SL6	6. Students will read two texts by Emerson and share out their commentary discussing how the author used similar techniques in two separate texts ("Self Reliance" and "The Rhodora"). (Appendix B8, B9, B10)	Similarities and Differences	C
2, 3, 4, 5	RL1, RL3, RL9, RL10, RI1, RI6, RI10, W2, W4, W9, W10, L1, SL1, SL3, SL4, SL6	7. Students will read "From Walden" and analyze author's purpose, style, aphorism, and symbolism. Students will also make a text-to-society connection. Teachers may have students discuss Thoreau's transcendental perspective, present their opinions on symbolism, and assess the societal connection in a large-group discussion. (Appendix B11)	Socratic Seminar or Round Table	C

6	L1, L2	8. Teacher will provide a mini lesson over hyphens, dashes, and parenthesis using the Owl Purdue tips worksheet (in strategies). In addition to the worksheet, students will utilize each of those punctuation marks at least once in their essay. Students will peer-edit each other's papers highlighting the examples of the convention topics covered and making sure they are punctuated correctly. (Appendix B12)	Student Calibrating Scoring	B
5, 6	RL1 or RI1, RL2 or RI2, W1, W4, W5, W9, W10	9. Students will select two of the texts we've read (Romantic and/or Transcendentalist) and explain how they share a common theme. Teachers will instruct students how to properly format the three pieces of textual evidence they will include to support their reasoning. Before turning their responses in, students will calibrate scoring of each other's work to ensure they understand the expectations on the scoring guide. (Appendix B13, B14, B15)		D

UNIT RESOURCES

Suggested Texts:

Textbook:

Literature and the Language Arts: The American Tradition The EMC Masterpiece Series

Drama:

"The Night Thoreau Spent in Jail" Robert Edwin Lee and Jeremy Lawrence

Poetry:

"Annabel Lee" Edgar Allan Poe

"A Bird Came Down the Walk" Emily Dickenson

"Because I Could Not Stop For Death" Emily Dickenson

"I Hear America Singing" Walt Whitman

"O' Captain! My Captain!" Walt Whitman

"Rhodora" Ralph Waldo Emerson

"The Old Oaken Bucket" Samuel Woodworth

"The Raven" Edgar Allan Poe "Song of Myself" Walt Whitman

"This Is My Letter to the World" Emily Dickenson

"When Lilacs Last in the Dooryard Bloom'd" Walt Whitman

Short Stories:

“Rappaccini’s Daughter” Nathaniel Hawthorne
“Rip Van Winkle” Washington Irving
“The Fall of the House of Usher” Edgar Allan Poe
“The Legend of Sleepy Hollow” Washington Irving
“The Minister’s Black Veil” Nathaniel Hawthorne
“Young Goodman Brown” Nathaniel Hawthorne

Novels:

Moby-Dick Herman Melville
The Scarlet Letter Nathaniel Hawthorne
The Pioneers James Fenimore Cooper
Uncle Tom’s Cabin Harriet Beecher Stowe

Informational Texts:

Walden or Life in the Woods Henry David Thoreau

Essays:

“Self-Reliance” Ralph Waldo Emerson
“Society and Solitude” Ralph Waldo Emerson
“Civil Disobedience” Ralph Waldo Emerson
“From Walden” by Henry David Thoreau
“Annexation” John O’Sullivan (*United States Magazine and Democratic Review*, 17, No 1, 1845)

Speeches:

“Address to William Henry Harrison” Shawnee Chief Tecumseh

Teacher Resources:

Creating Metaphors During Reading
Deeper Reading (Kelly Gallagher, 2004)

Writing Literary Analysis Essays : *How to Write a Literary Analysis Essay* (<http://www.gmc.edu/students/arc/documents/Literary%20analysis.pdf>)
Writing a Literary Analysis (<http://owl.english.purdue.edu/owl/resource/697/01/>)

Owl Purdue Punctuation Rules/Tips

http://owl.english.purdue.edu/engagement/index.php?category_id=3&sub_category_id=7&article_id=98

Invitation to Edit

Everyday Editing by Jeff Anderson (42-44).

Socrative – App for classroom discussions <http://www.socrative.com>

<http://www.facultyfocus.com/articles/app-of-the-week/app-review-socrative/>

Vocabulary:

Alliteration— the repetition of an initial sound in a line of poetry or in a sentence in prose; a “sound device”

Allusion— a reference to a person, place, event or thing in history, myth, or another work of literature

Analysis— separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose

Anaphora— one of the devices of repetition, in which the same phrase is repeated at the beginning of two or more lines

Aphorism—a short saying embodying a general truth, or astute observation

Assonance— the repetition of vowel sounds but not consonant sounds

Author’s purpose— the author’s intent or reason for writing: to explain or inform, to entertain, to persuade

Characterization— describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

1. **Direct:** the personality of a fictitious character is revealed by the use of descriptive adjectives, or phrases
2. **Indirect:** the personality of a fictitious character is revealed through the character's speech, actions, appearance, etc.

Consonance— the repetition of consonant sounds, but not vowels

Conflict—the struggle or clash between opposing characters or opposing forces

3. **external conflict:** *a struggle between a character and an outside force*

-person versus person

-person versus society

-person versus nature

-person versus “fate”

4. **internal conflict:** *a struggle within a character*

-person versus self

Connotation—attitude and emotional feelings associated with a word or idea

Consonance— the correspondence of consonants, especially those at the end of a word, in a passage of prose or verse

Denotation—a word’s literal or dictionary meaning

Diction—the choice of language used by the speaker or writer

Hyperbole—literary technique in which exaggeration is used to convey meaning (e.g. “I’ve told you a million times”)

Imagery— language that appeals to the five senses: touch, taste, smell, sound, and sight; mental pictures evoked through use of simile and metaphor;

sensory language

Lyric poetry—a type of emotional, songlike poetry

Manifest Destiny— the belief or doctrine that it was the destiny of the U.S. to expand its territory over the whole of North America and to extend and enhance its political, social, and economic influences

Meter—poetic measure; the pattern of stressed and unstressed syllables in a line of poetry

Metonymy— substituting a word for another word closely associated with it

Paradox— a statement or proposition that seems self-contradictory but expresses a truth

Parallelism/Parallel structure— deliberate repetition of similar or identical words and phrases in neighboring lines, sentences, or paragraphs; the deliberate balance of two or more similar words, phrases or clauses in succession

Personification— literary technique in which a non-living or non-human thing (e.g., animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities (e.g. “a happy home”)

Point of View—chiefly in literary texts, the narrative point of view; more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character

4. **First person point of view:** *the narrator participates in the action and refers to himself/herself as “I”*

5. **Second person point of view:** *not frequently used; the “you” in directions, explanations or arguments*

6. **Third person point of view:** *the narrator is not a character in the story - refers to the characters as “he” or “she” as the events are told*

-limited omniscient point of view: the narrator relates the inner thoughts and feelings of just one character

-omniscient point of view: the narrator is all-knowing and can

Rhyme— sound device marked by the repetition of identical or similar stressed sounds

1. **Perfect or exact rhyme:** differing consonant sounds followed by identical vowel sounds, as in “bee” and “see”

2. **Slant (approximate) rhyme:** the final consonant sounds are the same (e.g.: “trip” and “slap”, “wept” and “slapped”)

3. **End rhyme:** the rhyming words occur at the end of the lines of poetry

4. **Internal rhyme:** rhyming words occur within the lines of poetry

Setting—the geographic location and time period of a story

Simile— literary technique in which two unlike things are compared, using the words “like” or “as”

Symbolism— an object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning

Theme—the underlying or implicit meaning, concept, or message in a text

Tone— the attitude the author takes toward the subject, the characters, or the audience

Verbal irony—verbal irony occurs when a writer or speaker says one thing but means the opposite

Content Area: English	Course: English III	UNIT: Realism and Modernism-- Exploring the Loss and Challenges of a New Era (Unit C/D)
<p>Unit Description: This unit examines the literature of an evolving young nation and issues such as the challenges of slavery and westward expansion, the changing role of women, regionalism, and overall growth of the nation. It includes a combination of research, writing, and analysis of the early 20th Century writers as they dealt with the Civil War and World War I. The unit will also focus on the writers’ struggle with the investigation of American individualism, pursuit of civil liberties for all, and the disillusionment that followed these experiences.</p> <ul style="list-style-type: none"> • Racism • Slavery • Abolition • America’s promises • American individualism • Their experience of alienation, loss, and despair; and loss of hope • The championing of the individual and celebration of inner strength. • The exploration into the sub-conscious. A strong and intentional break with tradition. This break includes a strong reaction against established religious, political, and social views. 		<p>Unit Timeline: Approximately 12 weeks This unit expands on the research with the study of literature from WWI through the beginning of WWII, and a culminating activity which incorporates the first research project with information gleaned from the literature of the era.</p> <ol style="list-style-type: none"> 1. Informational texts, specific to the Civil War era 2. Read <i>The Adventures of Huckleberry Finn</i>, <i>The Great Gatsby</i>, or other text that includes similar themes 3. Participate in seminar discussions 4. Individual presentation from research over a topic 5. Discussions over topics and research findings 6. Create, edit, and present research 7. Discuss Harlem Renaissance poetry 8. Read and interpret modernist poems and short stories 9. Discover civil rights texts 10. Write a literary analysis essay connecting research to literary works. 11. Students will learn strategies for taking the ACT English and Reading sections.

DESIRED RESULTS

Transfer Goal – Students will analyze and evaluate American texts by synthesizing and communicating their findings accurately and clearly.

Understandings –

1. 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).
2. Compare the treatment of related themes in different genres (e.g. *The Adventures of Huckleberry Finn* and *Narrative of the Life of Fredrick Douglass, an American Slave*). 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.
3. Students will demonstrate their knowledge of texts through writing and participating in discussions
4. Analysis of author’s style and how it’s influenced by the author’s background, and the development of the following devices: setting, dialect, characterization, point-of-view, irony, symbolism, tone, theme, stereotype, oppression and satire.
5. Students will explain the relationship between historical events and literature as they emerge in the works of various writers of the era.
6. Students will be able to explain and present their findings about the struggles and challenges to their peers in a clear, effective manner.
7. Students will be able to make text-to-world and text-to-text connections by explaining how the challenges and issues which were taking place were evident and explored through the writing of the era.
8. Students will use various 21st Century Skills to incorporate technology, beyond word processing and internet searches, to organize and present their findings to the class.
9. Define and explain the Lost Generation and modernist ideas while analyzing the relationship between the style and content.
10. Examine evidence of the alienation of “modern man” to support themes and their development throughout numerous texts.
11. Examine the changing views of the African-American and/or women.
12. Analyze changes and make connections between the research and the literature of this unit to develop written essay.
13. Students will self and peer evaluate their work, offer criticism in a constructive manner, and revise their own work after receiving peer and instructor advice.
14. Students will use strategies when taking the ACT English and Reading sections.

Essential Questions:

What defines an American?

Is the American Dream available to everyone?

What would inspire someone to go against societal views?

How does societal oppression affect the individual?

What major changes and challenges in their society did the writers of Post WWI (1916) through the beginnings of WWII (1938) face, and how were these changes and challenges reflected in the tone, theme and subject of their writings?

Students Will Know...	Standard	Students Will Be Able to ...	Standard
<p>The definition of an inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of theme and how to find evidence to support the themes as well as how other elements of literature (characterization, plot, setting, tone, point of view, etc.) create and build themes. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>The definition of setting, plot, characterization as well as that the authors is intentional about these decisions in order to convey the overall purpose of the text.</p> <p>The definition of figurative language and words sometimes have connotative meanings. The author is deliberate in the use of words in order to convey a certain tone, which holds the reader's attention and ultimately conveys the overall message of the text.</p> <p>Authors make deliberate choices regarding text structure to hold the reader's attention and best convey the overall message of the text.</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</p>	<p>Reading Literature:</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where the story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>Analyze how the author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolutions) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RL4</p> <p>RL5</p>

<p>The definitions of satire, sarcasm, irony, and understatement and why an author would use them in a text to support their overall message.</p>	RL6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in the text from what is really meant (e.g. satire, sarcasm, irony, or understatement).	RL6
<p>Historical time periods affect literary works and the themes of those literary works. Readers must analyze different text features and use different strategies for primary source documents.</p>	RL9	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.	RL9
<p>Readers persevere through difficult texts by using multiple strategies to aid in comprehension and understanding. Readers choose different strategies for different types of text.</p>	RL10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL10
<p>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p>	RI1	<p>Reading Informational Texts:</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	RI1
<p>The definition of main idea and how to find evidence to support that main idea as well as how each idea builds on another to create the overall message of the author. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p>	RI2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to provide a complex analysis; provide an objective summary of the text.	RI2
<p>Authors are intentional about the structure of ideas in order to effectively convey the overall message.</p>	RI3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RI3
<p>The definition of figurative language and words have connotative meanings. The author is deliberate in the use of</p>	RI4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical	RI4

<p>words in order to convey a certain tone, which engages the reader and conveys the overall message of the text. Readers use decoding strategies, such as context clues, & knowledge of roots and affixes etc. to help understand the meanings.</p> <p>Authors make deliberate choices regarding text structure to hold the reader’s attention and best convey the overall message of the text. Readers need to determine how effective those choices are.</p> <p>The different types of point of view (perspectives) and how effective each of them is in conveying the overall message. Author’s use specific rhetoric deliberately to convey their overall purpose.</p> <p>Historical time periods affect literary works and the themes of those literary works. Readers must analyze different text features and use different strategies for primary source documents.</p> <p>The historical background of texts and the possible bias and overall purpose of the perspective of the author in various texts.</p> <p>Historical time periods affect literary works and the themes of those literary works. Readers must analyze different text features and use different strategies for primary source documents.</p>	<p>R15</p> <p>R16</p> <p>R17</p> <p>R18</p> <p>R19</p>	<p>meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g. how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, Preamble to the Constitution , Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g. in the U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g. The Federalist, presidential addresses).</p> <p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, Preamble to the Constitution , Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and</p>	<p>R15</p> <p>R16</p> <p>R17</p> <p>R18</p> <p>R19</p>
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<p>Writers write to convey their purpose or message and keep an objective tone while writing informational texts.</p> <p>Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources.</p> <p>Writers have an effective beginning, middle and end that the reader can easily follow.</p> <p>Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p>	W2	<p>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.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.) 	W2
<p>Writers organize a story based on the plot structure and add details using dialogue, point of view, description and specific</p>	W3	<p>Write narratives to develop real or imagined experiences or</p>	W3

<p>word choice to match the tone and theme of the story. Writers may need to study model texts to gain an understanding of how to effectively incorporate literary elements in a story.</p>		<p>events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of events. b. Use narratives techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g. a sense of mystery, suspense, growth, and resolution). d. Use precise words or phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	
<p>Writers know and use specific traits because they contribute to clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</p>	<p>W4</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 .)</p>	<p>W4</p>
<p>W5--Writers follow a process when they write. The process should include prewriting, drafting, revising (based on</p>	<p>W5</p>	<p>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</p>	<p>W5</p>

<p>feedback), editing and publishing. Writer need to be aware of audience and purpose and choose appropriate form to suit them.</p> <p>Research and ideas are always changing and writing needs updating based on new ideas. Technology has a variety of ways to produce, publish, and update writing as well as provide ongoing peer feedback and dialogue.</p> <p>Research is something that is done all the time. Where to find accurate and credible information in order to answer a question or solve a problem is essential.</p> <p>Researchers review and evaluate multiple resources to find the most accurate and most relevant information. Researchers understand there is a delicate balance between their own ideas and that of the sources. Researchers understand the importance of citing sources.</p> <p>Writers analyze and evaluate evidence from sources and use that evidence to convey their controlling idea.</p> <p>Writers write for a variety of purposes and write a variety of texts in order to improve their skills.</p>	<p>W6</p> <p>W7</p> <p>W8</p> <p>W9</p> <p>W10</p>	<p>audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.)</p> <p>Using technology, including the Internet, to produce, publish, and update individual writing products in response to ongoing feedback, including new arguments or information.</p> <p>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.</p> <p>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.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 40px;">a. Apply Reading standards to literature</p> <p style="padding-left: 40px;">b. Apply Reading standards to literary nonfiction</p> <p>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.</p>	<p>W6</p> <p>W7</p> <p>W8</p> <p>W9</p> <p>W10</p>
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<p>Discussions require collaboration, preparation, research, and questioning to clarify others' perspectives as well as providing a clear response.</p>	<p>SL1</p>	<p>Speaking and Listening:</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issue, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reason and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>SL1</p>
<p>Information should be from multiple types of sources and researchers need to evaluate each source for credibility, accuracy and adequacy of evidence before using that information to solve a problem or make a decision.</p>	<p>SL2</p>	<p>Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>SL2</p>

<p>Speakers and writers create text with a certain purpose or, at times, bias, and readers need to evaluate all components of the text before trusting the text.</p> <p>Presenters are clear in conveying their message and purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.</p> <p>Presenters use a variety of digital media for presentations to hold the listener’s interest. Presenters will need to be exposed to a variety of digital media so they can practice.</p> <p>Presenters modify speech depending on audience and task.</p> <p>Writers edit their work, consulting references, after revising to ensure that it is free from errors. Writers sometimes break usage conventions to fit style and overall purpose.</p> <p>Writers edit their own and others’ work for capitalization, punctuation, and spelling errors. Writers consult references when they don’t know proper convention rules.</p> <ol style="list-style-type: none"> a. Hyphenation conventions and the purpose behind using hyphens. 	<p>SL3</p> <p>SL4</p> <p>SL5</p> <p>SL6</p> <p>L1</p> <p>L2</p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>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.</p> <p>Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed. <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly. 	<p>SL3</p> <p>SL4</p> <p>SL5</p> <p>SL6</p> <p>L1</p> <p>L2</p>
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<p>Words can have multiple meanings and nuances as well as figurative meanings.</p>	L5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	L5
		<ul style="list-style-type: none"> a. Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	
<p>Different contents all have different vocabulary and that vocabulary is essential to understanding of texts.</p>	L6	<p>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.</p>	L6
<p>Readers have multiple places to go to define these words.</p>		<p>Research:</p>	
		<p>Collaborate with peers, teachers, and/or experts to develop a research plan.</p>	DT
		<p>Establish personal and/or group system of time management, accomplish objectives within personal and/or group system of time management, and revise personal and/or group time management system.</p>	DT
		<p>Utilize prior knowledge of database application to different research tasks.</p>	LDS
		<p>Develop individual note-taking styles: recognize gaps in information that could lead to inaccurate conclusions; use digital tools to gather, organize and maintain needed citation information from all sources used; understands expectations and consequences of plagiarism; avoids plagiarism.</p>	OSI

		Evaluate the impact of using different resources on the quality of the final product.	EPP
		Implement reflective practices in improving research skills.	EPP
		Identify changes needed in process and resources to improve product.	EPP

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1, 2, 3, 4, 5, 6	W2	(Research Lesson Activity is required, but is not used as assessment. Unit assessment is the written connection made between the research and the literature read during the unit.) Students will work collaboratively (or independently to research one of the many issues of this era and present a media presentation to share findings with the class regarding a change or challenge in society during 1918-1938. Three outside sources are required to support the findings. Students may use Prezi, Power Points, Animation software, or other technology based tools to present findings. Students will be graded on the research process , including reflecting on their research , as well as products. During the presentations, students will need to take notes to use in the assessment piece. (Appendix D1 & D15)	C
7, 8, 9, 10, 11		Research Project Planning Sheet Research Presentation Ranking & Collaborative Notes Website Reliability Sheet Research Teacher Suggested Calendar Student prompt: After reading the literature of the era, use the notes you took during the research presentations and class to make deeper connections to the pieces studied in this unit. Analyze this background information regarding the era and apply it to the literature and the informational texts read. Use this connection to write an analysis proving how societal issues and an author's background affect his/her writing.	

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities: (Research)</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u>
1, 2, 3, 4, 5, 6	RI1, RI2, RI3, RI7, W2, W4, W5, W6, W7, W8 W9, W10, SL4, SL5, SL6, L1, L2, L6	Students will develop a media presentation to share findings with the class regarding a change or challenge in society during 1916-1938. Students may use Prezi, Power Points, Animation software, or other technology based tools to present findings. They will self and peer edit and revise their projects before presenting them. Specifically, students will present their findings regarding how inventions and other changes of the era changed the way people were accustomed to living. They will make inferences regarding how the people of the era would react to these changes and make and express judgments about how these changes in their physical world as well as the philosophical beliefs would they affect everyday life? How would people respond to these effects? (Appendix D1 and D3)(Appendix D15- project rubric)		D
5	RI1, RI2, RI3, RI7 SL1, SL4 W8, W9	2. Adapt the SQR3 strategy by having students first preview texts (research) in order to make predictions and generate questions to help direct their reading and further research. As students read, they actively search for answers to their questions, and, when they have finished reading, they summarize what they have read and review their notes, thus monitoring and evaluating their own comprehension. (Appendix D2 and D5)	SQR3	B
5	RI1, RI2, RI3, RI6, RI7, W8, W9, W10	3. Students will gather and organize information on their chosen topic using SQR3 strategy or two-column note. They will utilize the Library Media Specialist for suggestions on databases and other sites. Students will use various web based tools to gather research and organize their findings. DOK 3 (Appendix D1 (lesson), D2 (SQ3R)and D3 – Research CheckBric, D4 (Two-Column notes)	Double Column Notes	B
1, 2, 3	SL1, SL2, SL4, SL5 RI1, RI2, RI3, RI7	4. Students will participate in Socratic Seminar discussions regarding the major events of the Modern Era and their findings during research.	Socratic Seminar or Inside/Outside Circle	B/D
10, 11	L1, L2	Students will use Purdue’s OWL University “Quotation Marks Cheat Sheet” and two comparison passages to practice correct embedding of quotations. (Appendix D6 , D7 and D8)	Practicing Embedding Quotation Marks	B

2, 4, 5, 6	RI6, W4, W6	5. Students will post their findings as they go on a blog and write feedback to others' posts. Students will upload their presentation to the blog for peer feedback before presenting to the class. Each student will be required to provide feedback to at least two other students.		B
6	L1,L2,L6 W4, W5	6. Students will use the Dear Abby "Pet Peeves" article (Appendix D10) and the Analyzing Grammar Pet Peeves Chart (Appendix D11) and/or Manipulating Sentences (Appendix D12) to Reinforce Grammar Skills before transferring the knowledge to edit their final project. Students may do this with their own project or peer-edit each other's projects.	Analyzing Grammar Pet Peeves Chart	A/C
5	RI1	7. Students will correctly document and give credit to sources used for their presentation. Online source which most Library Media Specialists will use to help gather, evaluate and organize research. (easybib.com)		B

SAMPLE LEARNING PLAN

1, 2	RI3, RI5, RI8, RI9	1. Students will analyze speeches (see suggested works) and evaluate the reasoning in seminal U.S. texts with a focus on rhetorical devices and persuasion. (Appendix C5)		D
1, 2	RL1,RL2, RL3, W4, W5, W10, SL1, SL6	2. Students will answer the question "What defines an American?" in their journals. As they progress through the unit, they will refer back to the original answer to see if their answer changes as the lesson progresses. Additionally, students will share their journal writings with a shoulder partner.	Quick Write-- frontloading	A
3	W2, W4, W5, W9, W10,SL1, SL3, SL6	3. Students will analyze the effectiveness of the structure an author uses in his or her exposition by breaking down the exposition though the stages of plot. Students will participate in a Socratic seminar discussion. (Appendix C4)	Socratic Seminar	C/D
1, 2	RL2, RL3, RL10	4. Students will annotate the story "The Yellow Wall Paper" or "The Story of an Hour" for its narrative technique. Students will summarize and outline as they read.	Yellow Highlighter	A
1,2	RL6	5. Students will read two of Twain's short stories "The Celebrated Jumping Frogs of Calveras County" and "What Stumped the Bluejays" and complete a compare and contrast chart citing examples of irony, satire, or sarcasm and then continue analyzing those examples in the novel they are reading. (Appendix C6)	Similarities and Differences	C
3	W3, W4,	6. Students will write five short narratives from the perspective of a character in Huck Finn as the		B

	W9, RL1, RL2, RL3, L3	novel progresses. Students will analyze character to emulate the same dialect in the student narratives.		
3	RL1, RL2, RI1, RL9, RL10, W2, W4, W5 W9, W10, L1, L2	7. Students will brainstorm ideas for an essay by using ABC Brainstorming as a group. Students will write a constructed response about whether or not the American Dream is for all Americans by citing specific examples from the stories, informational texts, and novel(s) they've read. (Appendix C3; Appendix C7; Appendix C8)	ABC Brainstorming (Appendix C3)	D
3	W4, W6, W9, W10	8. Students will use Google docs, Edmodo or similar media tool to write weekly blog discussions about the class readings. Students will respond to others posts as well. (Appendix C9)		D

SAMPLE LEARNING PLAN (Literature)

5	RL4, RI4, L4	9. Students will keep track of unfamiliar words in the works read in this unit. Strategies such STAR (Appendix D9) as K.I.M (Appendix D16), Vocabulary Blocks (D17) , Word Map (D18) or other vocabulary strategy to correctly use at least 15 words from the pieces read in context. Students should use the words within their own analysis or creative writings throughout the unit.	Word Splash Context Clues Challenge Mapping the Meaning	A
5, 6, 7	RL1, RI1, RL4, RI4, RL 10	10. Students will explore the use of structure and words within the literature to convey their meaning and draw connections to pieces of fiction and non-fiction. (Appendix D19) http://refiningpedagogy.blogspot.com/2011/09/taking-it-says-i-say-and-so-strategy-on.html (incorporating technology into Marzano's lesson).	Inference Questioning	C
6, 7	W2,W4, W5, RI1, RI2, RI6, SL4, SL6	11. Students will examine the following WWI pictures from http://www.gwpda.org/photos/greatwar.htm and answer questions regarding the emotions and effects. (Appendix D20) (This would be a good lesson to accompany any literature written in reflection to or about WWI).		D
5, 6, 7, 8	RI1, RI2, RI10,W4 W9,W10,S L6	12. Students will gain background knowledge of the Harlem Renaissance by reading and annotating an article. Students will then show their understanding of this new knowledge by translating the components and beliefs of the Harlem Renaissance into a poem, song or other piece of writing. Students will read their poem aloud to a partner or small group. (Appendix D21)	Inference Questioning	C

5, 8	RL1, RL2, RL4, RL9, RL10, L5	13. Students will examine the tone, attitude and voice of the writers of the Harlem Renaissance. (Appendix D22)		C
5, 6, 7, 8	L1,L2 SL1, SL2 SL4, SL5, SL6,W4, W5,W7,W 8,W9,W10 RI1, RI2, RI7	14. Students will navigate a website covering the Harlem Renaissance artist, musicians, dancers, and writers in order to create a leaflet, Glogster, or Prezi illustrating and analyzing the themes as well as explain the social impact each of the genres had on the area. Student will work in small groups to peer edit their projects and present their projects to a different small group. (Appendix D23 lesson; Appendix D24 Rubric)		D
5, 7	RL1, RL2, RL4, RL6 SL3, SL4, W4, W5, W9, W10	15. Students will analyze the characters from two poems by using the “Love Song of J. Alfred Prufrock” and “Out-Out” and develop a song, video, letter or other response in which they reflect on the dissatisfaction of the poet and present some of the brighter aspects of the era. . (Appendix D25, Lesson; D26, Poetry Analysis Chart; D27 “Out, Out”)		D
5, 6,7,8	RL1, RL2, RL 4, RI1, RI2, RI7, SL1, SL3, SL4, L5	16. Students will analyze the early stages of the fight for civil rights belief in the need for change. They will refer to specifics regarding the topics of alienation, loss, and despair, as well as their celebration of inner strength, as portrayed within the essays, stories and poems of the writers of this era. Students will examine the use of figurative language and their purpose in the development of the author’s writing and meaning in order to prepare for a group discussion. (Appendix D28, assignment, Appendix D29 Discussion Rubric, Appendix D30 It Says, I Say and So)	It Says, I Say, and So Socratic Seminar	B/D
5, 6, 7	RL1, RL2, RL3, RL9, RL10 W1, W4, W9, W10, L1,L2, L6	17. Students will use the stories from Steinbeck (excerpt from <i>Grapes of Wrath</i> and D.H. Lawrence “The Rocking Horse Winner”), and the SQR3 Strategy to analyze and compare the similarities between the motif and themes of each. Students will write an analysis paragraph to support their findings and comparisons. (Appendix D2 SQR3, Appendix D31 Steinbeck, Appendix D32 Lawrence, Appendix D33 Lesson)	SQR3	C
1, 2, 3	W2, W4, W5, W7, W8,W9, W10,RI1,	18. Students will develop a short essay which answers the question, “In what ways did the modern qualities of the youth in the 1920’s spark the same concerns and criticism that the youth of today experience?” by comparing the youth of the 1920’s (regarding loss of Values) to the youth of today by using the nonfiction articles. (Appendix D35 – assignment; Appendix D33-scoring guide)		D

	RI2, RI3, RI6	Rubric resource: http://www.smarterbalanced.org/wordpress/wpcontent/uploads/2012/05/TaskItemSpecifications/EnganguageArtsLiteracyELARubrics.pdf John F. Carter, Jr. "These Wild Young People,' by One of Them" Atlantic Monthly: http://americainclass.org/sources/becomingmodern/modernity/text1/colcommentarymodernyouth.pdf and "Has Youth Deteriorated?"		
5, 7	RL1, RL3, RL4, RL5, RL9, RL10, W2, W4, W10	19. After reading chapters 1 and 2 of <i>The Great Gatsby</i> , students will analyze the role of the narrator, Nick Caraway, as well as his character. Students will also analyze how the story would be different from a different point of view. (Appendix D37)		C
1, 3, 5, 6, 7	L6, RL1, RL2, RL4, RL5, RL10, RI1, RI2, RI3, RI6, RI10, W1, W4, W9, W10	20. After reading <i>The Great Gatsby</i> , the students will read "Things to Worry About", a letter of advice Fitzgerald wrote to his 11 year-old daughter, and explore the themes in both. Students will develop a literary analysis explaining how these two sources provide evidence of what Fitzgerald values in life. (Appendix D38 – Lesson)		D

UNIT RESOURCES

Suggested Texts:

Textbook: Literature and the Language Arts. The American Tradition. The EMC Masterpiece Series

Informational Texts: will vary depending on research topics.

Folk Tales:

"Plantation Proverbs" (Uncle Remus)

Poetry:

"A High-Toned Old Christian Woman" (Wallace Stevens)

"Conscientious Objector" (Edna St. Vincent Millay) (EA)

“Harlem” (Langston Hughes) (EA)
“Mother to Son” (Langston Hughes) (EA)
“Out-Out” (Robert Frost)
“Poetry” (Marianne Moore)
“Richard Cory” (E.A. Robinson)
“Tableau” (Countee Cullen) (EA)
The Colored Soldier Langston Hughes
“The Death of the Hired Man” (Robert Frost) (EA)
“The House on the Hill” (E.A. Robinson)
“The Love Song of J. Alfred Prufrock” (T.S. Eliot) (E)
“The Negro Speaks of Rivers” (Langston Hughes) (EA)
“Yet Do I Marvel” (Countee Cullen) (E) (This is a CCSS exemplar text for grades 9-10.)

Short Stories:

“The Celebrated Jumping Frogs of Calaveras County” (Mark Twain)
“What Stumped the BlueJays” (Mark Twain)
“Roman Fever” (Edith Wharton)
“The Story of an Hour” (Kate Chopin)
“The Yellow Wallpaper” (Charlotte Perkins Gilman)
Excerpt from *The Grapes of Wrath*- John Steinbeck
“The Rocking Horse Winner” – D.H. Lawrence
“A Sensible Thing” – F. Scott Fitzgerald
“A Clean, Well-Lighted Place” – Earnst Hemingway

Essays:

“Why I Wrote the Yellow Wallpaper” (Charlotte Perkins Gilman)
“The Yellow Wallpaper and Women’s Discourse” (Karen Ford)
“I had Barbara: Women’s Ties and Wharton’s ‘Roman Fever’” (Rahcel Bowbly)

Informational Texts:

Letter to Albert G. Hodges (Abraham Lincoln)
Declaration of Sentiments, Seneca Falls Convention (1848)

“The Higher Education of Women” from *A Voice from the South* (Anna Julia Cooper)

Novels:

The Adventures of Huckleberry Finn (Mark Twain)

The Awakening (Kate Chopin)

Ethan Frome (Edith Wharton)

Daisy Miller (Henry James)

My Antonia (Willa Cather)

The Auto-Biography of an Ex-Coloured Man (James Weldon James)

A Farewell to Arms (Ernest Hemingway)

As I Lay Dying (William Faulkner)

The Great Gatsby (F. Scott Fitzgerald)

Their Eyes Were Watching God (Zora Neale Hurston)

Song of Solomon (Tony Morrison)

Speeches:

“Gettysburg Address” (Abraham Lincoln)

“A House Divided” (Abraham Lincoln)

“Ain’t I a Woman?” (Sojourner Truth) (May 29, 1851)

“I Will Fight No More Forever” (Chief Joseph the Younger of the Nez Perce Nation)

"Hope Despair and Memory" (Elie Wiesel)

"State of the Union Address" (Franklin Delano Roosevelt) (E)

Black Elk Speaks (Black Elk, as told through John G. Neihardt) (selections)

“The Spirit of Liberty” speech at “I Am an American Day” (Learned Hand, 1944) (EA)

Art, Music and Media:

Alfred Stieglitz, [*From the Back Window, 291*](#) (1915)

Arthur Dove, [*Goat*](#) (1934)

Charles Demuth, [*My Egypt*](#) (1927)

Charles Sheeler, [*Cross-Crossed Conveyors, River Rouge Plant, Ford Motor Company*](#) (1927)

Georgia O’Keeffe, [*Ram’s Head, Blue Morning Glory*](#) (1938)

Imogen Cunningham, [Calla](#) (1929)

Jacob Lawrence, [War Series: The Letter](#) (1946)

Marsden Hartley, [Mount Katahdin, Maine](#) (1939-1940)

Teacher Resources:

Yellow Highlighter and annotation skills. “Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension”

Porter-ODonnell, Carol. English Journal, Vol. 93, No. 5, May 2004 (NCTE, 2004)

(http://www.csun.edu/~krowlands/Content/Academic_Resources/Reading/Useful%20Articles/Beyond%20the%20Yellow%20Highlighter.pdf)

Socrative – App for classroom discussions

<http://www.socrative.com>

<http://www.facultyfocus.com/articles/app-of-the-week/app-review-socrative/>

Introduction to and analysis of Modernist Poetry: What are the primary characteristics of modernist poetry? <http://edsitement.neh.gov/curriculum-unit/introduction-modernist-poetry>

The Big Read- The Great Gatsby - <http://www.neabigread.org/books/greatgatsby/teachersguide02.php>

Non-Fiction and Essays

¹John F. Carter, Jr. “‘These Wild Young People,’ by One of Them” Atlantic Monthly, September

<http://americainclass.org/sources/becomingmodern/modernity/text1/colcommentarymodernyouth.pdf>

¹Has Youth Deteriorated? *THE FORUM* JULY 1926 EXCERPTS

<http://americainclass.org/sources/becomingmodern/modernity/text1/colcommentarymodernyouth.pdf>

¹Robert S. Lynd & Helen Merrell Lynd Middletown: A Study in American Culture 1929 - Selected in 1924 as typical town of “middle America,” Muncie, Indiana, was the focus of two sociologists’ research into the changes wrought in modernizing America since the late 1890s

<http://xroads.virginia.edu/~DRBR2/lynd4.pdf>

Quindlen, Anna. “A Quilt of a Country.” Newsweek September 27, 2001. (2001) <http://www.thedailybeast.com/newsweek/2001/09/27/a-quilt-of-a-country.html>

Historical documents and sources on “Becoming Modern” <http://americainclass.org/sources/becomingmodern/>

- Semantic Maps. (Santa, C., Havens, L. & Valdes, B.,2004).
- Literacy Design Collaboration. Offers sample questions, rubrics and lessons.
<http://www.literacydesigncollaborative.org/wp-content/uploads/2012/02/LDCTemplateTasks.pdf>
- Bubblus (web based brainstorming tool) <https://bubbl.us/>
- <https://www.teachingforexcellence.com/strategies/word-splash/>
- <http://www.netc.org/focus/strategies/summ.php>

<http://www.mindomo.com/mindmap/open-educational-resources-ae09f9a0d0d8432d9b60c953b463a44c>

Easybib--Online source which most Library Media Specialists will use to help gather, evaluate and organize research: <http://easybib.com>

Mind Meister Online Mind Mapping tools to help find and organize electronic resources

<http://www.mindomo.com/mindmap/open-educational-resources-ae09f9a0d0d8432d9b60c953b463a44c>

<http://www.mindmeister.com/>

Creative Discussions – Online Discussion Board for Blended Discussions

<http://www.csus.edu/webct/faculty/discussion-board-best-practices.pdf>

Socrative – App for classroom discussions

<http://www.socrative.com/>

<http://www.facultyfocus.com/articles/app-of-the-week/app-review-socrative/>

Online bookmarking, note-taking and organizing site - Diggo.com

SQR3 -(Survey, Question, Read, Recite, Review) <http://teacherresourcecatalog.pwnet.org/docs/Reading%20Strategies%20for%20Content%20Teachers.pdf>

Inside-Outside Circle

Marzano’s online Resource for Implementing Cooperative Learning Strategies - This resource outlines how to use the Inside-Outside Circle activity, as well as many others, as a cooperative learning strategy or as a summarizing strategy

http://www.marzanoresearch.com/Free_Resources/tools.aspx (scroll down page to “Resources for the classroom”)

And I Quote: A Punctuation Proofreading Mini lesson

<http://www.readwritethink.org/classroom-resources/lesson-plans/quote-punctuation-proofreading-minilesson-1124.html>

Analyzing Grammar Pet Peeves <http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-grammar-peeves-1091.html>

This cite offers 15 organizers focused on vocabulary and comprehension:

<http://teacherresourcecatalog.pwnet.org/docs/Reading%20Strategies%20for%20Content%20Teachers.pdf>

Vocabulary Exercises: http://www.marzanoresearch.com/Free_Resources/tools.aspx (scroll down page to “Resources for the classroom”)

Word Splash: <https://www.teachingforexcellence.com/strategies/word-splash/>

Inference Questions: Marzano strategies of posing four questions to students to facilitate a discussion about making inferences (Marzano, 2010).

<http://www.marzanoresearch.com/documents/Marzano9-09.pdf>

“It Says – I Say – And so...” (Beers 2003). <http://refiningpedagogy.blogspot.com/2011/09/taking-it-says-i-say-and-so-strategy-on.html> (incorporating technology into Marzano’s lesson).

<http://www.facultyfocus.com/articles/app-of-the-week/app-review-socrative/>

Pattern Guide: (Heritage 2010) <http://www.prepit.org/reading/patternGuides.html>

Context Clues Challenge: <http://www.elacommoncorelessonplans.com/context-clues-challenge.html>

Vocabulary:

Abolition- abolishing of slavery

Alienation - the state of being withdrawn or isolated from the objective world, as through indifference or disaffection.

American Dream- an American social ideal that stresses egalitarianism and especially material prosperity; *also*: the prosperity or life that is the realization of this ideal

American Modernism --a deliberate philosophical and practical estrangement or divergence from the past in the arts and literature occurring especially in the course of the 20th century and taking form in any of various innovative movements and styles.

Analysis- separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose.

Assimilation- the process of receiving new facts or of responding to new situations in conformity with what is already available to consciousness

Autobiography- the biography of a person narrated by himself or herself

Author’s purpose— the author’s intent or reason for writing: to explain or inform, to entertain, to persuade

Biography- a usually written history of a person's life

Characterization— describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

Direct: the personality of a fictitious character is revealed by the use of descriptive adjectives, or phrases

Indirect: the personality of a fictitious character is revealed through the character's speech, actions, appearance, etc.

Conflict—the struggle or clash between opposing characters or opposing forces

external conflict: *a struggle between a character and an outside force: person versus person, person versus society, person versus nature, person versus “fate”*

internal conflict: *a struggle within a character: person versus self*

Determinism- a theory or doctrine that acts of the will, occurrences in nature, or social or psychological phenomena are causally determined by preceding events or natural laws; a belief in pre-destination

Disillusionment - to free from or deprive of illusion, belief, idealism, etc.; disenchant.

Dialect: the language spoken by the people of a particular place, time or social group

- **regional dialect:** spoken in a specific geographic region ☐
- **social dialect:** spoken by members of a specific social group or class

Diction—the choice of language used by the speaker or writer

Disillusionment: a freeing or a being freed from illusion or conviction; disenchantment

Essential Question - an overarching question which does not have a specific answer; stimulates thought and provokes additional questions

Industrialization - the large-scale introduction of manufacturing, advanced technical enterprises, and other productive economic activity into an area, society, country, etc.

Illustrate - provide examples or specific details

Inference - a conclusion about the unknown, based on the known

Informational Text - text designed to convey facts; may employ techniques such as lists, graphs, and charts

Irony- literary technique that contrast expectations with reality

- **dramatic irony-**exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters
- **situational irony-** involves an occurrence that contradicts the expectations of the reader or audience
- **verbal irony-**occurs when a writer or speaker says one thing but means the opposite

“The Melting Pot”- a place where a variety of races, cultures, or individuals assimilate into a cohesive whole

Mood- a feeling created in the reader which is evoked through the language of the text e.g. reflective, melancholy

Motif - a recurring subject, theme, idea, etc., especially in a literary, artistic, or musical work.

Naturalism- realism in art or literature; *specifically:* a theory or practice in literature emphasizing scientific observation of life without idealization and often including elements of determinism

Oppression-the exercise of authority or power in a burdensome, cruel, or unjust manner; the feeling of being heavily burdened, mentally or physically, by troubles, adverse conditions, anxiety, etc.

Plot- the main events of a play, novel, movie or similar work, devised and presented by the writer as an interrelated sequence of events; five basic elements: exposition, rising action, climax, falling action, and resolution.

Point-of-view- chiefly in literary texts, the narrative point of view (as in first or third person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.

Realism- the theory or practice of fidelity in art and literature to nature or to real life and to accurate representation without idealization

Regionalism- consciousness of and loyalty to a distinct region with a homogeneous population

Satire- literary technique that expresses a critical attitude with humor

Setting- geographical location and time period of a story

Socratic Seminar - a method of engaging students in intellectual discussion. Using open-ended questions, teachers prompt students to form answers using divergent thinking as opposed to searching for correct answers. The seminar method is appropriate for elementary through high school learners.

Stream of Consciousness --thought regarded as a succession of ideas and images constantly moving forward in time.

Summary- an objective restatement of the essential ideas or major points in a text.

Symbolism- something that represents more than what it really is

Textual Evidence - specific support found in a text; see evidence

The Lost Generation-

¹the generation of men and women who came of age during or immediately following World War I: viewed, as a result of their war experiences and the social upheaval of the time, as cynical, disillusioned, and without cultural or emotional stability.

²a group of American writers of this generation, including Ernest Hemingway, F. Scott Fitzgerald, and John Dos Passos.

Thesis - the major claim made and supported in a text.

Theme - the abstract concept explored in a literary work; underlying or implicit meaning, concept, or message in a text. In the CCSS at lower grades, central message refers to main point or essence of the text.

Tone- a writer or speaker's attitude toward the material or audience

Validity - message that is relevant, accurate, justifiable, and logically correct.

Visual Media Format - graphic or visual text including, but not limited to: Illustrations, diagrams, maps, photographs, charts, graphs, timelines, animations, interactive elements on web pages ,video

Content Area: English	Course: English III	UNIT: Contemporary Literature (Unit E)
<p>Unit Description: This four-week unit concludes the exploration of the American experience by addressing literary and nonfiction texts that reflect the challenges and success of America in the latter half of the twentieth century. The focus of the unit is on the flourishing American short story and the development of the novel and dramas since World War II, citing tensions cultural shifts in the American landscape and tensions within the emerging African American literary tradition. The 1960's are rich with informational and literary works mirroring profound cultural shifts in the American landscape. This unit also examines the changing political landscape shaped the world in which we live. Topics Include:</p> <ul style="list-style-type: none"> • The American Dream • Disillusionment • Post-Modernism • Fulfillment 		<p>Unit Timeline: 4 Weeks</p> <ol style="list-style-type: none"> 1. Read and interpret Post-Modernist works 2. Active Reading Strategies 3. Compare the short stories of Richard Wright and Ralph Ellison 4. Complete a research presentation to answer the unit's essential question

DESIRED RESULTS

Transfer Goal – Students will analyze and evaluate American texts by synthesizing and communicating their findings accurately and clearly.

Understandings –

1. Analyze the development of the short story in post-World War II America.
2. Distinguish between the two views within the African American literary traditions as represented by suggested texts.
3. Explore the nature of African American literature during the Civil Rights movements following World War II.
4. Explain how the Beat Generation challenged traditional forms and subjects in literature.
5. Identify multiple postmodernist approaches to critical analyses of literature.
6. Note the influence that postmodernism has had on the “common reader.”

Essential Questions: Does twentieth century American literature represent the fulfillment of America’s promises as addressed in previous works?

Students Will Know...	Standard	Students Will Be Able to ...	Standard
<p>The definition of an inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p>	RL1	<p>Reading Literature: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	RL1
<p>The definition of theme and how to find evidence to support the themes as well as how other elements of literature (characterization, plot, setting, tone, point of view, etc.) create and build themes. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p>	RL2	<p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	RL2
<p>The definition of setting, plot, characterization as well as that the authors is intentional about these decisions in order to convey the overall purpose of the text.</p>	RL3	<p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g. where the story is set, how the action is ordered, how the characters are introduced and developed).</p>	RL3

<p>The definition of figurative language and words sometimes have connotative meanings. The author is deliberate in the use of words in order to convey a certain tone, which holds the reader’s attention and ultimately conveys the overall message of the text.</p>	<p>RL4</p>	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>RL4</p>
<p>Authors make deliberate choices regarding text structure to hold the reader’s attention and best convey the overall message of the text.</p>	<p>RL5</p>	<p>Analyze how an author’s choices concerning how to structure specific parts of a text (e.g. where to begin or end a story, the choice to provided comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>RL5</p>
<p>Stories, dramas, and poems are from one person’s perspective and can vary depending on that perspective. Readers must be actively engaged in analyzing and evaluating the choices the author makes and how effective those choices are.</p>	<p>RL7</p>	<p>Analyze multiple interpretations of a story, drama or poem (e.g. recorded or live production of a play or recovered novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and an American dramatist).</p>	<p>RL7</p>
<p>Historical time periods affect literary works and the themes of those literary works.</p>	<p>RL9</p>	<p>Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same time period treat similar themes or topics.</p>	<p>RL9</p>
<p>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p>	<p>RI1</p>	<p>Reading Informational Texts: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>RI1</p>

<p>The definition of main idea and how to find evidence to support that main idea as well as how each idea builds on another to create the overall message of the author. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p>	<p>R12</p>	<p>Determine two or more central ideas of a text and analyze their development over the course of the texts, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>R12</p>
<p>Authors are intentional about the structure of ideas in order to effectively convey the overall message.</p>	<p>R13</p>	<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>R13</p>
<p>Where to find information regarding specific questions or problems and how to evaluate the accuracy and adequacy of a source.</p>	<p>R17</p>	<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>R17</p>
<p>The historical background of texts and the possible bias and overall purpose of the perspective of the author in various texts.</p>	<p>R18</p>	<p>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g. in the U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g. <i>The Federalist</i>, presidential addresses).</p>	<p>R18</p>
<p>Historical time periods affect literary works and the themes of those literary works. Readers must analyze different text features and use different strategies for primary source documents.</p>	<p>R19</p>	<p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>R19</p>
		<p>Writing:</p>	

<p>Research is something that is done all the time. Where to find accurate and credible information in order to answer a question or solve a problem is essential.</p> <p>Researchers review and evaluate multiple resources to find the most accurate and most relevant information. Researchers understand there is a delicate balance between their own ideas and that of the sources. Researchers understand the importance of citing sources.</p> <p>Writers analyze and evaluate evidence from sources and use that evidence to convey their controlling idea.</p> <p>Discussions require collaboration, preparation, research, and questioning to clarify others' perspectives as well as providing a clear response.</p>	<p>W7</p> <p>W8</p> <p>W9</p> <p>SL1</p>	<p>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.</p> <p>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.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 40px;">a. Apply grades 11-12 Reading standards to literature</p> <p style="padding-left: 40px;">b. Apply grades 11-12 Reading standards to literary nonfiction</p> <p>Speaking and Listening:</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p style="padding-left: 40px;">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,</p>	<p>W7</p> <p>W8</p> <p>W9</p> <p>SL1</p>
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<p>Speakers and writers create text with a certain purpose or, at times, bias, and readers need to evaluate all components of the text before trusting the text.</p> <p>Presenters use a variety of digital media for presentations to hold the listener's interest. Presenters will need to be exposed to a variety of digital media so they can practice.</p> <p>Presenters modify speech depending on audience and task.</p>	<p>SL3</p> <p>SL5</p> <p>SL6</p>	<p>well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premise, links among ideas, word choice, points of emphasis and tone used.</p> <p>Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language:</p> <p>Demonstrate command of the conventions of standard English</p>	<p>SL3</p> <p>SL5</p> <p>SL6</p>
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<p>Writers edit their own and others' work for capitalization, punctuation, and spelling errors. Writers consult references when they don't know proper convention rules.</p> <p>a. Hyphenation conventions and the purpose behind using hyphens.</p> <p>Readers use a variety of strategies to figure out unknown words, such as using context clues, knowledge of roots and affixes, and referencing a dictionary.</p> <p>Different contents all have different vocabulary and that vocabulary is essential to understanding of texts. Readers have multiple places to go to define these words.</p>	L2	<p>capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions</p> <p>b. Spell correctly</p>	L2
	L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking meaning in context or dictionary).</p>	L4
	L6	<p>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.</p>	L6

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
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2	W1	<p>Students will read two articles. After reading both articles students will write an essay (at least five paragraphs) answering the essential question: Is the American Dream still alive? Students should cite literary text as well as informational text to support their position. (Appendix E6)</p> <p>Student Prompt: You will read two articles. After reading both articles, you will write an essay (at least five paragraphs) answering the essential question: Is the American Dream still alive? You should cite literary text(s) we have read this semester, as well as the informational texts provided to support your position.</p>	C
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SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u>
1, 2, 3	RL1, RL2, RL3, RL9, L4, SL1, L6, SL3, W2	1. In a series of lessons, students will read “The Man Who Was Almos’ a Man” by Richard Wright and “Flying Home” by Ralph Ellison and they will: <ol style="list-style-type: none"> Examine the plight of the protagonist of the two short stories Probe the different political stances that the protagonist represent Explore the complex relationship between writing and author’s political views (Appendix E3) 	Yellow Highlighter; Inference Questions; Creating Metaphors During Reading	C
3, 4	RL1, RL4, RL5, SL1, L4	2. Students will study the use of vernacular in the story “The Man Who Was Almos’ a Man”.	Marzano-Vocab. Exercises	A
3	RI3, RI8, RI9, RI10, RL1, RL2, RI3, RL9	3. Students will compare the promises of U.S. documents such as the Supreme Court and Presidential Inaugural Addresses with the disillusionment found in cited works. (Appendix E4)	Yellow Highlighter; Inference Questions	B
	L6, L4, RL4, RI4	4. Students will create a working word wall which focuses on essential English III vocabulary as it applies to literature and writing.	Word Wall	A
2	RL1, RL2, RL9, RI1,	5. Richard Wright and Ralph Ellison are both African American authors. In his essay titled “The Content of His Character,” Shelby Steele argues that Wright and Ellison hold vastly	Model Texts	C

	RI2, RI3, RI7, W4, W7, W8, W9, SL5, SL6	different political visions for America. The protagonist of “The Man who was Almos’ a Man, “ by Richard Wright and “Flying Home,” by Ralph Ellison reflect this philosophical divide between the authors. Students will analyze both stories and research literary criticism to create a Glogster presentation in which they explore the authors’ opposing visions which emerge in both stories. In the end the presentation should address the essential question presented at the beginning of the unit, siding with the author that best expresses the students own viewpoint. (Appendix E1 and E2)		
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UNIT RESOURCES

Suggested Texts:

Textbook:

Literature and the American Tradition

Poetry:

“Sestina” (Elizabeth Bishop)

“America” (Allen Ginsbergh)

“Love Calls Us to the Things of This World” (Richard Wilbur)

“Skunk Hour” (Robert Lowell)

“Memories of West Street and Lepke” (Robert Lowell)

‘Happiness” or “The Current” (Raymond Carver)

“Advice to a Prophet” (Richard Wilbur)

Short Stories:

“The Man Who Was Almos’ a Man” (Richard Wright)

“Petrified Man” (Eudora Welty)

“A Good Man is Hard to Find” (Flannery O’Connor)

“Flying Home” (Ralph Ellison)

“A &P” (John Updike)

“Where are you going? Where have you been?” (Joyce Carol Oates)

Novels:

Song of Solomon (Toni Morrison)

The Joy Luck Club (Amy Tan)

Invisible Man (Ralph Ellison)

Seize the Day (Saul Bellow)

Things They Carried (Tim O'Brien)

In Cold Blood (Truman Capote)

Drama:

The Death of a Salesman (Arthur Miller)

A Streetcar Named Desire (Tennessee Williams)

Informational Texts:

The Feminine Mystique (Betty Friedan)

Essays:

"On Being an American" (H.L. Mencken)

"Seeing" or other essays from *Pilgrim at Tinker Creek* (Annie Dillard)

"Letter from Birmingham Jail" (Martin Luther King Jr.)

"Remembering Richard Wright" (Ralph Ellison)

"The Content of His Character" (Shelby Steele)

Speeches:

"Address to the Broadcasting Industry" (1961) (Newton Minow)

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

Brandenburg Gate Address (June 27, 1987) (Ronald Reagan)

Teacher Resources:

Word Wall: "How to Teach Academic Vocabulary" (Dr. Sharon Faber, 2012) The text gives dozens of lessons on teaching vocabulary, including a "Word Wall."

Vocabulary Exercises : This slide presentation features examples of exercises that will help students develop their own descriptions, examples, and illustrations of vocabulary words. These exercises can be used in conjunction with the six steps to vocabulary instruction as a comprehensive strategy.

http://www.marzanoresearch.com/Free_Resources/tools.aspx (scroll down page to "Resources for the classroom")

Inference Questions: Marzano strategies of posing four questions to students to facilitate a discussion about making inferences (Marzano, 2010).

<http://www.marzanoresearch.com/documents/Marzano9-09.pdf>

Creating Metaphors During Reading : *Deeper Reading* (Kelly Galahger, 2004)

Yellow Highlighter and annotation skills: “Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension”
Porter-ODonnell, Carol. English Journal, Vol. 93, No. 5, May 2004 (NCTE, 2004)

Socrative : App for classroom discussions

<http://www.socrative.com>

<http://www.facultyfocus.com/articles/app-of-the-week/app-review-socrative/>

Model Texts: Everyday Editing. Jeff Anderson 2007.

Vocabulary:

Beatniks- a person who participated in a social movement of the 1950s and early 1960s which stressed artistic self-expression and the rejection of the mores of conventional society; *broadly*: a usually young and artistic person who rejects the mores of conventional society

The Beat Generation - a group of U.S. writers, notably Jack Kerouac, Allen Ginsberg and William Burroughs who emerged in the 1950’s. Overall there was a rejection of the social and political systems of the West expressed in their work with contempt for regular work, possessions, and traditional dress. Writings espoused anarchism, communal living and drugs.

Minimalism- design or style in which the simplest and fewest elements are used to create the maximum effect

Nonlinear narrative- a narrative technique sometimes used in literature, film, and other narratives, where events are portrayed out of chronological order. It is often used to mimic the structure and recall of human memory but has been applied for other reasons as well.

Parody- a literary or musical work in which the style of an author or work is closely imitated for comic effect or in ridicule

Postmodernism - a term applied to literature and art after World War II (1939-1945) when the effects of the Western morale of the first war were greatly exacerbated.

Analysis- separating a text or structure into its parts to explain how the parts work together to create a specific effect or achieve a purpose.

Metaphor-literary technique that makes a direct comparison between two things in different classes, such as love and a rose or happiness and a blue sky; a comparison that *does not* use the connective words —like|| or —as|| (e.g., —Love is a rose.||)

Simile-literary technique in which two unlike things in different classes are compared, using the words —like|| or —as|| (e.g., —Ice is smooth as glass.)

Analogy- an expression showing similarities between two things. (Analogies show relationships. For example, —Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance.|| Analogies take the printed form A:B :: C:D and are read —A is to B as C is to D.”)

Hyperbole-literary technique in which exaggeration is used to convey meaning (e.g., —I’ve told you a million times.||)

Connotation-attitude and emotional feelings associated with a word or idea

Denotation-a word’s literal or dictionary meaning

Irony-literary technique that contrasts expectations with reality dramatic irony exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters

- **situational irony** involves an occurrence that contradicts the expectations of the reader or audience

- **verbal irony** occurs when a writer or speaker says one thing but means the opposite ☐ dramatic irony occurs when a character in a narrative or drama is unaware of something the reader or audience knows

Satire-literary technique that expresses a critical attitude with humor

Vernacular- a language or dialect native to a region or country rather than a literary, cultured, or foreign language