

Module Title: COLLECTION 3 – THE INDIVIDUAL AND SOCIETY

Grade / Subject: English 11	Timeline: 6-8 weeks
Houghton Mifflin Harcourt Collections	

Thematic Overview:

In this collection, students will explore the theme “The Individual and Society,” examining topics such as how writers in the 19th century created a new “American” literature. Students will understand that an individual is one person, while society is a larger group, such as a town or nation. Students will read and write about and discuss how individuals fit in with or relate to the society in which they live.

Module Objectives:

- determine themes in poetry
- analyze ideas and events in an essay
- analyze language and determining themes
- determine central ideas
- analyze how an author’s choices contribute to meaning
- interpret symbols in literature
- analyze multiple genres of text both in fiction and nonfiction
- apply language conventions in writing

Essential Questions:

1. How do you assert your individuality within society?
2. How should society respond when individuals’ ideas conflict with the majority?

Academic Vocabulary:

Analogy, denote, quote, topic, unique

PA CORE STANDARDS

1.2 Reading Informational Text	1.4 Writing	Grammar Eligible Content
<p>CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text."</p> <p>CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text."</p> <p>CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text."</p> <p>CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging."</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts."</p> <p>CC.1.2.11-12.G 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>CC.1.2.11-12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently."</p>	<p>CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately." "CC.1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience." "CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics." "CC.1.4.11-12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters." "CC.1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters." "CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative." "CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction." "CC.1.4.11-12.V</p>	<ul style="list-style-type: none"> • Parallel Structure • Varying Sentence Structure • Rhetorical Questions • Quotations • Semicolons

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."

1.3 Reading Literature

1.5 Speaking and Listening

"CC.1.3.11-12.C

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama

CC.1.3.11-12.E

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole."

"CC.1.3.11-12.F

Evaluate how words and phrases shape meaning and tone in texts.

"CC.1.3.11-12.H

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

CC.1.3.11-12.K

Read and comprehend literary fiction on grade level, reading independently and proficiently."

CC.1.5.11-12.A

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on

others' ideas and expressing their own clearly and persuasively."

"CC.1.5.11-12.B

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone."

"CC.1.5.11-12.C

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

"CC.1.5.11-12E

Adapt speech to a variety of contexts and tasks."

Text Sets:

* ANCHOR TEXT

Literary Text Sample HMH Instructional Supports

POEM from <i>Song of Myself</i> by Walt Whitman	Close Read Screencasts Collaborative Discussion Activity Analyzing the Text Guiding Questions Figures of Speech
--	---

* CLOSE READER

Literary Text Sample HMH Instructional Supports

POEMS "I Hear America Singing" "A Noiseless Patient Spider" by Walt Whitman	Short Response Dig Deeper Level Up Tutorial: Theme
---	--

Text:

Informational Text Sample HMH Instructional Supports

ESSAY "Growing Up Asian in America" by Kesaya E. Noda	Collaborative Discussion Activity Analyzing the Text Guiding Questions Determine Author's Purpose Level Up Tutorial: Scope and Treatment
--	--

COMPARING TEXTS

Literary Text Sample HMH Instructional Supports

POEMS Selected poems by Emily Dickinson "The Soul selects her own Society" "Because I Could Not Stop for Death" "Much Madness is Divinest Sense" "Tell All Truth but Tell It Slant" By Emily Dickinson	Collaborative Discussion Activity Analyzing the Text Guiding Questions IWB Lesson: Word Choice and Tone
---	--

Selection Assessments:

- Selection Tests
- Selection Performance Tasks
Writing: Analysis & Essay
Speaking: Defense & Discussion

Unit Assessments:

- Collection Assessment
- HMH Performance Task A: Write an engaging narrative that synthesizes ideas about the individual and society
- HMH Performance Task B: Debate Joyce Carol Oates's critique of nature writing by drawing on evidence from the texts
- Common Assessment

Text:

Informational Text	Sample HMH Instructional Supports
ESSAY from <i>Walden</i> by Henry David Thoreau	Collaborative Discussion Activity Analyzing the Text Guiding Questions Determine Central Ideas: Summarize T IWB Lesson: Author's Purpose and Perspective

*** CLOSE READER**

Informational Text	Sample HMH Instructional Supports
ESSAY from "Self-Reliance" and "Nature" by Ralph Waldo Emerson	Short Response Dig Deeper IWB Lesson: Evaluating Arguments

*** ANCHOR TEXT**

Informational Text	Sample HMH Instructional Supports
ARGUMENT "Against Nature" by Joyce Carol Oates	<ul style="list-style-type: none">• Close Read Screencasts• Collaborative Discussion Activity• Analyzing the Text• Guiding Questions• Analyze and Evaluate Sources• IWB Lesson: Text Structure and Meaning

*** CLOSE READER**

Informational Text	Sample HMH Instructional Supports
ESSAY "Spoiling Walden: Or, How I Learned to Stop Worrying and Love Cape Wind" by David Gessner	<ul style="list-style-type: none">• Short Response• Dig Deeper• Level Up Tutorial: Analyzing Arguments

Text:

Literary Text	Sample HMH Instructional Supports
---------------	-----------------------------------

SHORT STORY "The Minister's Black Veil" by Nathaniel Hawthorne	<ul style="list-style-type: none">• Collaborative Discussion Activity• Analyzing the Text• Guiding Questions• Analyze Structure: Suspense and Ambiguity• Level Up Tutorial: Suspense and Foreshadowing
---	--

Text:

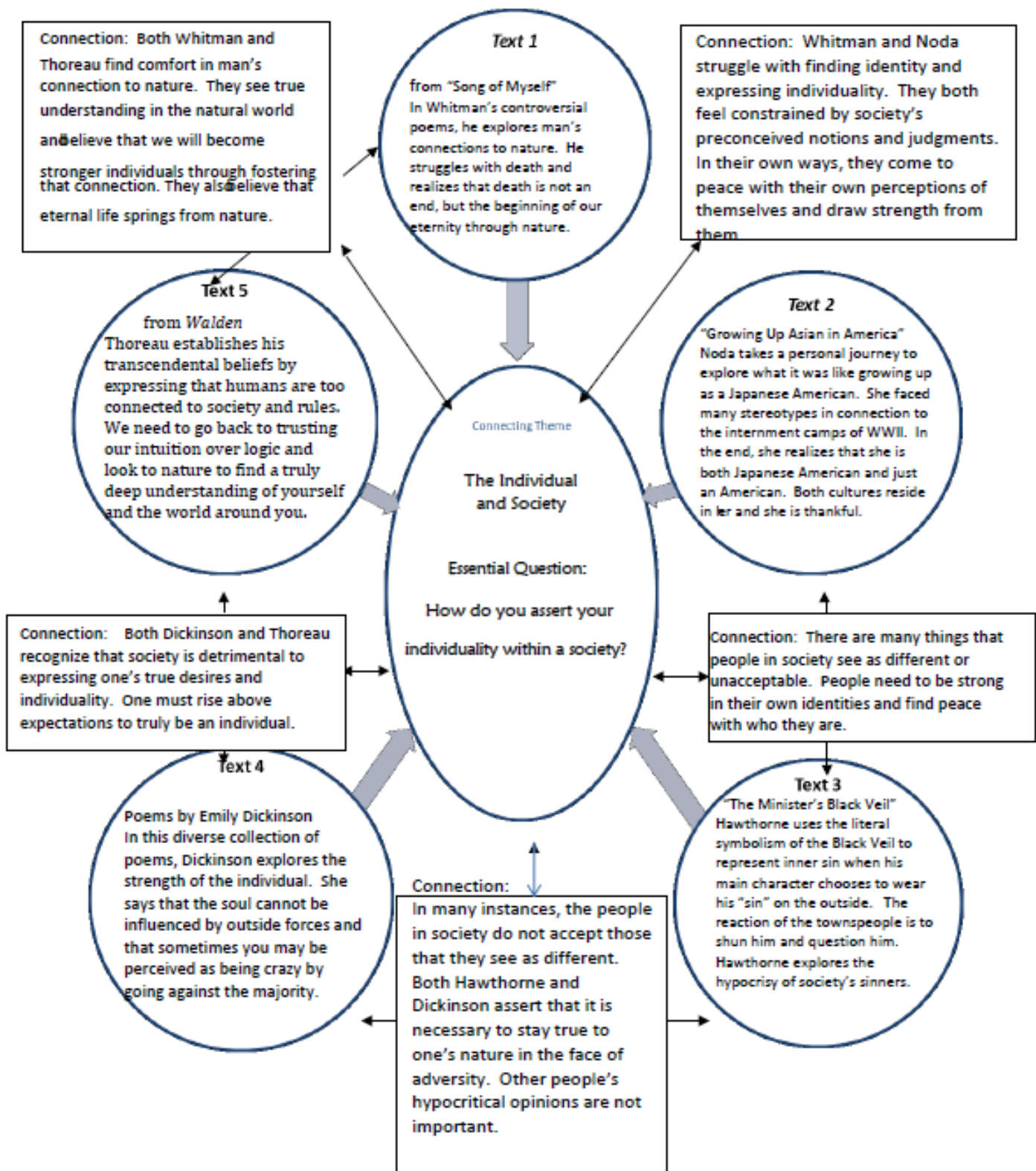
Literary Text	Sample HMH Instructional Supports
---------------	-----------------------------------

SHORT STORY "The Pit and the Pendulum" by Edgar Allan Poe	<ul style="list-style-type: none">• Collaborative Discussion Activity• Analyzing the Text• Guiding Questions• Analyzing the Text• Determine Themes• IWB Lesson: Historical and Cultural Context
---	--

Supporting Media: Video from The History Channel
Surviving History: The Pendulum

Thematic Connection Map Follows:

Grade 11 Thematic Connections: Collection 3



Module Title: COLLECTION 5 – AN AGE OF REALISM

Grade / Subject:
English 11

Timeline: 6-8 weeks

Houghton Mifflin Harcourt Collections

Thematic Overview:

In this collection, students will explore how post-Civil War America experienced rapid industrialization, urban growth, and social change. Students will understand that realism is a style of writing that attempts to show the world as it actually is, even when the truth is ugly or difficult. Students will read and write about and discuss truths about people and society as seen through the eyes of several writers.

Module Objectives:

- Determine a story's themes and distinguish realism and naturalism.
- Determine an author's purpose and analyze an author's choices.
- Identify an author's purpose through understanding the use of satire.
- Integrate and evaluate information presented in text, photographs, tables, and video.
- Analyze the impact of the author's use of point of view and irony in a short story
- Analyze a poem for diction, imagery, and use of symbols.

Essential Questions:

3. How is a realistic perspective a catalyst for social change?
4. How do the harsh realities of the world influence the writers of the time period?

Academic Vocabulary:

Ambiguous, clarify, implicit, revise, somewhat

PA CORE STANDARDS

1.2 Reading Informational Text	1.4 Writing	Grammar Eligible Content
<p>CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text."</p> <p>CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text."</p> <p>CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text."</p> <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts."</p> <p>CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features."</p> <p>CC.1.2.11-12.J 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>CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately." "CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension." "CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension." "CC.1.4.11-12.K Write with an awareness of the stylistic aspects of composition. <input type="checkbox"/> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <input type="checkbox"/> Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing." "CC.1.4.11-12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters." "CC.1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple</p>	<ul style="list-style-type: none"> • Consistent Tone • Dashes • Anaphora and Parallelism

plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters."

"CC.1.4.11-12.P

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

"CC.1.4.11-12.S

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

"CC.1.4.11-12.T

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

"CC.1.4.11-12.V

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

"CC.1.4.11-12.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and

following a standard format for citation."

1.3 Reading Literature

"CC.1.3.11–12.B

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

"CC.1.3.11–12.C

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama."

CC.1.3.11–12.E

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole

CC.1.3.11–12.F

Evaluate how words and phrases shape meaning and tone in texts."

CC.1.3.11–12.J

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."

CC.1.3.11–12.K

Read and comprehend literary fiction on grade level, reading independently and proficiently."

1.5 Speaking and Listening

CC.1.5.11–12.A

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and F116:G122persuasively."

CC.1.5.11–12.B

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone."

CC.1.5.11–12.C

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

CC.1.5.11–12E

Adapt speech to a variety of contexts and tasks."

Text Sets:

* ANCHOR TEXT

Literary Text	Sample HMH Instructional Supports
SHORT STORY "To Build a Fire" by Jack London	Close Read Screencasts Collaborative Discussion Activity Analyzing the Text Guiding Questions Analyze Structure: Realism and Naturalism IWB Lesson: Setting and Mood

Supporting Media: Video from The History Channel
America: The Story of Us: Frederick Douglas

* CLOSE READER

Literary Text	Sample Instructional Supports
SHORT STORY "The Men in the Storm" by Stephen Crane	Short Response Dig Deeper LevelUpTutorial: Imagery

COMPARE TEXTS

Informational/ Text	Sample Instructional Supports Literary
NOVEL from <i>The Jungle</i> by Upton Sinclair	Collaborative Discussion Activity Analyzing the Text Guiding Questions Determine Author's Purpose IWB Lesson: Comparing Texts
CONNECTED TEXT INVESTIGATIVE JOURNALISM "Food Product Design" by Eric Schlosser	

Selection Assessments:

- Selection Tests
- Selection Performance Tasks
Writing: Narrative, News Article, Essay, Description
Speaking: Debate, Lecture, Discussion

Unit Assessments:

- Collection Assessment
- Collection Performance Task
A: Write an Analytical Essay
- Common Assessment

*** CLOSE READER**

Informational text	Sample Instructional Supports
Science Writing "The Yuckiest Food in the Amazon" by Mary Roach	Short Response Dig Deeper IB Lesson: Author's Purpose and Perspective

Text:

Literary Text	Sample HMH Instructional Supports
SHORT STORY "The Lowest Animal" by Mark Twain	Collaborative Discussion Activity Analyzing the Text Guiding Questions Analyze Author's Purpose IB Lesson: Irony and Satire

COMPARE TEXT AND MEDIA

Informational Text	Sample HMH Instructional Supports
ESSAY "Genesis of the Tenement" by Jacob Riis	Collaborative Discussion Activity Analyzing the Text and Media Guiding Questions Integrate and Evaluate Information IB Lesson: Synthesizing Information
CONNECTED TEXTS IMAGE COLLECTION Tenement Photos by Jacob Riis	
REPORT Child Mortality Rates	
DOCUMENTARY <i>AMERICA The Story of Us: Jacob Riis</i>	

Supporting Media: The History Channel Video *AMERICA: The Story of Us: Jacob Riis*

Text:

Literary Text	Sample HMH Instructional Supports
SHORT STORY "The Story of an Hour" by Kate Chopin	Collaborative Discussion Activity Analyzing the Text Guiding Questions Analyzing Author's Point of View: Irony

*** CLOSE READER**

Literary Text	Sample HMH Instructional Supports
SHORT STORY "A Journey" by Edith Wharton	Short Response Dig Deeper Level Up Tutorial: Inferences About Characters

Text:

Literary Text	Sample HMH Instructional Supports
POEM "The Fish" by Elizabeth Bishop	Collaborative Discussion Activity Analyzing the Text Guiding Questions Analyze Structure: Symbol IWB Lesson: Poetry: Language and Form

*** CLOSE READER**

Literary Text	Sample HMH Instructional Supports
POEM "Ode to a Large Tuna in the Market" by Pablo Neruda	Short Response Dig Deeper IWB Lesson: Figurative Language and Imagery

Thematic Connection Map Follows:

Grade 11 Thematic Connections: Collection 5

