

English 11: British Literature and Composition

Honors English 11: British Literature and Composition

2009-2010 Proposed Changes According to the Michigan Merit Curriculum

(From the Michigan Department of Education's *Michigan Merit Curriculum: Course/Credit Requirements Guide for English Language Arts Grade 11*)

Curriculum Unit Design

One of the ultimate goals of teaching is for students to acquire transferable knowledge. To accomplish this, learning needs to result in a deep understanding of content and mastery level of skills. As educational designers, teachers must use both the art and the science of teaching. In planning coherent, rigorous instructional units of study, it is best to begin with the end in mind.

Engaging and effective units include:

- appropriate content expectations
- students setting goals and monitoring own progress
- a focus on big ideas that have great transfer value
- focus and essential questions that stimulate inquiry and connections
- identified valid and relevant skills and processes
- purposeful real-world applications
- relevant and worthy learning experiences
- varied flexible instruction for diverse learners
- research-based instructional strategies
- explicit and systematic instruction
- adequate teacher modeling and guided practice
- substantial time to review or apply new knowledge
- opportunities for revision of work based on feedback
- student evaluation of the unit
- culminating celebrations

Relevance

Instruction that is clearly relevant to today's rapidly changing world is at the forefront of unit design. Content knowledge cannot by itself lead all students to academic achievement. Classes and projects that spark student interest and provide a rationale for why the content is worth learning, enable students to make connections between what they read and learn in school, their lives, and their futures. An engaging and effective curriculum provides opportunities for exploration and exposure to new ideas. Real-world learning experiences provide students with opportunities to transfer and apply knowledge in new, diverse situations.

Introduction to English Language Arts

The English Language Arts Standards are built upon the expectation that students will engage in broad reading and writing experiences to encompass literary texts, nonfiction literary texts, and other informational texts. The High School Content Expectations incorporate a new emphasis on informational text comprehension and workplace reading and writing skills. They are organized into four strands, 14 standards, and 91 expectations. The skills and content addressed in these expectations will, in practice, be woven together into a coherent, integrated English language arts curriculum. The language arts processes are recursive and reinforcing; students learn by engaging in and reflecting on these processes at increasingly complex levels over time.

Students will develop effective communication and literacy skills through rigorous and relevant units of instruction and engaging learning experiences by focusing on four key dispositions:

- Inter-Relationships and Self-Reliance (9th grade)
- Critical Response and Stance (10th grade)
- Transformational Thinking (11th grade)
- Leadership Qualities (12th grade)

English Language Arts Grade 11 Goal Statement

The goal for English Language Arts 11 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 11, students will add to the list of various genres of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school. They will learn to evaluate for validity and quality, to balance and expand their perspectives promoting empathy, social action and appropriate use of power. Transformational Thinking offers students the lens to assess and modify their beliefs, views of the world, and how they have power to impact them.

High School English Language Arts Unit Framework for Grades 9-12

Michigan teachers designed the thematic units of instruction to meet all of the English Language Arts High School Content Expectations. Using the framework of common features and the models as guides, our teachers will develop their own thematic units of instruction.

The units use complex anchor and linking texts to teach the content expectations and to make connections that lead to the dispositions: Inter-Relationships and Self-Reliance, Critical Response and Stance, Transformational Thinking, and Leadership Qualities.

The units are designed to take advantage of what each text offers for meeting the expectations, including opportunities for direct instruction of text characteristics and features, reading and writing strategies, critical thinking, building of historical background knowledge, and On-Going Literacy Development including vocabulary and grammar.

The framework includes:

- Themes, Dispositions and Essential Questions
- Literary Genre Focus/Anchor Texts, Linking Texts
- Literary Analysis and Genre study
- Reading, Listening, Viewing Strategies and Activities
- Writing, Speaking, Expressing Strategies and Activities
- On-Going Literacy Development

Why Make British Literature the Focus of English 11?

The English department has discussed and debated this question for months. We finally made the decision to focus on British literature in the eleventh grade based on the following criteria:

- While pieces of British literature have been incorporated into the ninth grade curriculum, we have no comprehensive British literature course. As British literature forms the foundations of most of what we read and view, many of us feel that a course of this nature should be added to the curriculum. We feel that this would best fit at the junior year, since the material will be more difficult than American literature, and since the rigor of this curriculum will better fit with preparation for the ACT in the spring.

- The state models and Macomb instructional units show American literature at the tenth grade and British literature at the 11th grade. Complying with this allows us to take full advantage of these extensive resources.

- Many area schools currently teach American literature at the tenth grade and British literature at the eleventh grade. This tells us it can be done at this level, and done well. Furthermore, it should all transfer students to experience a smoother transfer from one school to another.

11TH GRADE: TRANSFORMATIONAL THINKING (with a British Literature focus)

Anchor Texts:

- Excerpts from *Beowulf* (unknown) and *The Canterbury Tales* (Geoffrey Chaucer)
- *Macbeth* (William Shakespeare)
- *Frankenstein* (Mary Shelley)
- *The Lord of the Flies* (William Golding)

Possible Linking Texts:

- *Grendel* (John Gardner)
- *A Midsummer Night's Dream* (William Shakespeare)
- *Dr. Jekyll and Mr. Hyde* (Robert Louis Stevenson)
- *Gulliver's Travels* (graphic novel)
- *A Christmas Carol* (Charles Dickens)

12TH GRADE: LEADERSHIP (with a World Literature focus)

Anchor & Linking Texts:

- *1984* (George Orwell) and *Animal Farm* (George Orwell)
- *King Lear* (William Shakespeare)
- *Antigone* (Sophocles; play by Jean Anouilh) and *The Oedipus Plays* (Sophocles)
- *Siddhartha* (Herman Hesse)
- *Things Fall Apart* (Chinua Achebe) and *Their Eyes Were Watching God* (Zora Neale Hurston)
- *All Quiet on the Western Front* (Erich Maria Remarque)
- *The Grapes of Wrath* (John Steinbeck)
- *The Good Earth* (Pearl S. Buck)
- *A Lesson Before Dying* (Ernest J. Gaines)

Model Unit Outline for Grade 11 ELA
DISPOSITION: TRANSFORMATIONAL THINKING
FOCUS: BRITISH LITERATURE

MODEL UNIT 11.1: ANGO-SAXON (OLD ENGLISH) AND MEDIEVAL (MIDDLE ENGLISH) PERIODS

Genre/Period

Anglo-Saxon and Medieval periods,
the epic, poetry/ballad

Focus/Big Ideas

Oral tradition, the power of language,
heroic codes, universal truths of human
nature, transformation

MODEL UNIT 11.2: THE RENAISSANCE

Genre/Period

Elizabethan Drama, Shakespearean sonnet,
English Renaissance literature

Focus/Big Ideas

Decision making process, consequences,
forward thinking, decision/indecision,
action/inaction, vision

MODEL UNIT 11.3: THE NEOCLASSICAL AND ROMANTIC PERIODS

Genre/Period

Gothic Romance, literature from the
Restoration, 18th century, and Romantic
periods, science fiction, scientific journal
or article, science news article, poetry,
graphic novel, ACT writing rubric

Focus/Big Ideas

Role of technology in society,
unintended consequences, potential
for extending human life, mystery and
horror, transforming ideas of Romanticism

MODEL UNIT 11.4: THE VICTORIAN PERIOD AND CONTEMPORARY BRITISH LITERATURE IN THE 20TH CENTURY

Genre/Period

Victorian, Contemporary (20th century),
Realistic fiction, allegory, short stories,
poetry, college application essay

Focus/Big Ideas

human nature, chaos, savagery vs.
civilization, understanding the power
of fear, dealing with change, civilization
as structure, survival, resourcefulness,
connectedness, loss, adaptation

ELA GRADE 11-- UNIT GENRE RECORD

Unit : Transformational Thinking in British Literature

1. Anglo-Saxon and Medieval Periods
2. Renaissance
3. Neoclassical and Romantic Periods
4. Victorian and Contemporary Lit

	1	2	3	4
Maintain and Reflect on Reading Portfolio	x	x	x	x
American				
British and European	A	A	A	A
World	x			
Contemporary	x		x	x
Classic	x	x	x	x
Allegory				x
Parody		x		
Satire			x	
Fiction				
Drama		x		x
Epic	x			
Music Lyrics				
Novel	x	x	x	x
Novel Excerpt	x			x
Poetry	x	x	x	x
Popular and Series Fiction/Graphic Novel			x	
Short Story			x	x
Nonfiction				
Biography/Autobiography/Memoir	x		x	x
Cultural and Historical Documents		x	x	x
Descriptive Essay			x	x
Diary/Letter/Interview				
Guide Book/Manual				
HS Textbook	A	A	x	x
Informational Article	x	x	x	x
Interview				
Literary Critique/Review		x		x
Magazine Article	x	x	x	x
Newspaper Article/Editorial/Political Cartoon		x	x	x
Nonfiction Narrative	x	x	x	x
Personal Essay/Account				
Persuasive Essay				
Poetry/Music Lyrics				
Quotation	x	x	x	x
Reference Resources/Tools	x	x	x	x
Report			x	x
Scholarly Essay/Speech				
Science/Research Article			x	x
Timeline/Itinerary	x	x	x	x
Work-Related Text				
Media				
Advertisement/Trailer				
Digital Story/Photo Essay				
Documentary				

Unit	1	2	3	4
Interactive Web Site				
Interview				
Unit	1	2	3	4
Movie/Video Clip	x	x	x	x
Music				
Speech				x
Video Streaming				
Works of Art	x		x	
Maintain & Reflect on Writing Portfolio				
Autobiography/Biography/Memoir	x			x
Blog/Web Page				
Creative Writing	x		x	x
Critique/Review		x		
Diary/Journal	x	x	x	x
Drama				
Essays				
Argumentative/Persuasive	x	x	x	x
College Application				x
Comparative	x	x	x	x
Descriptive	x			x
Expository	x	x	x	x
Literary Analysis	x	x	x	
Reflective	x	x	x	x
Feature News Article	x	x		x
Guide/Brochure/Pamphlet	x			
Infotext				
Letter	x	x	x	x
Multigenre Report				
Multimedia Presentation/Digital Story/Photo Essay/Video Story				
Note Taking	x	x		
Outline/Graphic Organizer	x	x	x	x
Personal Narrative	x		x	
Poetry/Slam Poetry		x	x	
Poster/Chart				
Proposal/Plan			x	x
Quotation Notebook	x	x	x	x
Research Brief/Summary			x	
Research Report (major)				x
Response to Literature	x	x	x	x
Resume				x
Review				
Riddle	x			
Rubric	x	x	x	x
Summary				
Timeline				
Work-Related Text				
Speaking Activities				
Book Clubs/Literature Circles				
Debate/Panel Discussion			x	
Discussion Groups	x	x	x	x
Formal Presentation				
Interview				
Prepared Speeches				x
Readers' Theatre/Choral Reading/Dramatization		x		
Recitation/Oration		x		

NOTES

A=Anchor Text
X=Represented in Unit



British Literature 11: Unit 1

Anglo-Saxon (Old English) and Medieval (Middle English) Periods

Genre/Period

Anglo-Saxon and Medieval
Literature, the epic, poetry/ballad

Focus/Big Ideas

Oral tradition/story telling, power of
language, heroic codes, universal truths
of human nature, transformation

Anchor Texts: Excerpts from *The Canterbury Tales* (“Prologue,” “The Pardoner’s Tale,” “The Wife of Bath’s Tale”) and Excerpts from *Beowulf*

Linking Texts:

- Excerpts from *Gilgamesh* and *The Iliad*
- *Grendel* by John Gardner
- Excerpt from *Sir Gawain and the Green Knight*
- Excerpt from *Le Morte D’Arthur*

Focus Questions:

- How does the interpretation of language impact decision making?
- How can studying the past lead to new opportunities for the future?
- How do the heroes who are immortalized in literature reflect the cultural values of the time?
- How have modern-day icons used language to transform our thinking?

Essential Questions:

- What evidence do I have that I am committed to learning?
- Where will I find wisdom?
- When is loyalty to myself more important than loyalty to a friend?
- How do I demonstrate that I am open-minded enough to learn from my experiences?
- How do the heroes of literature reflect the values of the time?
- What journey will I take to become my own hero?

Projects and Portfolio Pieces:

- Create a Modern Prologue
- Create a Character and Tale that Reflects Irony
- Comparison/Contrast Essay
- Persuasive/Argumentative Essay
- Literary Analysis and Reflection
- Other options from Unit Genre Record

British Literature 11: Unit 2

The Renaissance

Genre/Period

Elizabethan Drama, Shakespearean sonnet, English Renaissance literature,

Focus/Big Ideas

decision making process, consequences forward thinking, decision/indecision, action/inaction, vision

Anchor Text: *Macbeth* by William Shakespeare

Linking Texts:

- *A Midsummer Night's Dream* by William Shakespeare
- Renaissance Poetry
- Excerpt from *Paradise Lost* by John Milton
- Excerpt from *Pilgrim's Progress* by John Bunyan
- Excerpt from *William Shakespeare's Macbeth: The Graphic Novel*
- Video Clips from *Scotland, PA* (modernized *Macbeth*)

Focus Questions:

- What kinds of information do I need to make an informed decision?
- How do I evaluate the information?
- Why is it important to weigh options before making decisions?
- How can forward thinking help me make better decisions?
- How can a person see beyond appearances to discover the hidden truths about others?
- What does it take to reverse decisions?
- Even with all the available data, how do I know when I've made the right decision?
- What are the filters through which I evaluate decisions?
- When does language reflect or construct reality?
- How does imagery make things more real, or make a particular version of reality more convincing?

Essential Questions:

- Which decisions I make today will affect me for my entire life?
- How do I develop a realistic plan for the future?
- How can I invent new opportunities?
- How will knowing how decisions are made help me plan for my life?
- When is loyalty to myself, and my own values, more important than loyalty to a friend?
- Can one (apparently) have all the right information and make the wrong decision?

Projects and Portfolio Pieces:

- Reflective Essay
- Comparative Essay
- Literary Analysis and Reflection
- Persuasive Essay
- Personal Decision-Making Soliloquy
- Other options from Unit Genre Record

British Literature 11: Unit 3 The Neoclassical and Romantic Periods

Genre/Period

Gothic Romance, literature from the Restoration, 18th century, and Romantic periods, science fiction, scientific or journal article, science news article, poetry, graphic novel, ACT writing rubric

Focus/Big Ideas

role of technology in society, unintended consequences, potential for extending human life, mystery and horror, transforming ideas of Romanticism

Anchor Text: *Frankenstein* by Mary Shelley

Linking Texts:

- *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson
- *Gulliver's Travels* graphic novel
- Miscellaneous selections from Unit 3-4 in *Elements of Literature, Sixth Course* (i.e. Defoe, Swift, Pope, Blake, Wordsworth, Keats, Lord Byron, Coleridge, etc.)
- Informational Texts on Genetic Engineering
- Science/Research Articles

Focus Questions:

- What issues are involved in creating, lengthening, and bettering life?
- What is technology's role in society?
- When do technological solutions become new problems?
- Is there a point (percentage of replacement parts) when a human being is no longer considered human?
- How have humans been redefined by technological advances?

Essential Questions:

- What role will I play in future technology? Will I question it, consume it, or help to create it?
- What price am I willing to pay for immortality?
- What are the tradeoffs for technological advances?
- What moral limitations do we put on the use of technology?

Projects and Portfolio Pieces:

- Imitation of ode form
- Argument/Persuasive essay
- Comparison essay
- Reflective essays
- ACT Prep
- Other Options from Unit Genre Record

British Literature 11: Unit 4

The Victorian Period and Contemporary British Literature in the 20th Century

Genre/Period

Victorian, Contemporary (20th century),
Realistic fiction, allegory, short stories,
Poetry

Focus/Big Ideas

human nature, chaos, savagery vs. civilization, understanding the power of fear, dealing with change, civilization as structure, survival, resourcefulness, connectedness, loss, adaptation

Anchor Text: *Lord of the Flies* by William Golding

Linking Texts:

- *A Christmas Carol* by Charles Dickens
- Miscellaneous selections from Units 5-6 in *Elements of Literature, Sixth Course* (i.e. Tennyson, Browning, Owen, Greene, Orwell, Woolf, Eliot, etc.; Mansfield, Lawrence, Joyce, etc.)
- News Articles on Modern Disaster

Focus Questions:

- How does peer pressure effect change?
- When is rebellion justified?
- Why do we need rules?
- Why does fear make one act in irrational ways?
- How does personality dictate reactions?
- How did I benefit (or not benefit) from major or minor changes in my life?
- What role does society play in structuring our ideals, values, and sense of right and wrong?
- How do emotions skew decision making?

Essential Questions:

- When does society provide a structure for dealing with change/crisis?
- What happens when we lose that structure?
- How can forward thinking help me make better decisions?
- How will I know when to risk failure for possible success?

Projects and Portfolio Pieces:

- Research on moral/ethical decision-making issues relating to scientific experimentation or social reform
- Letter of reflection
- Literary analysis essay
- College application essay
- Other options from Unit Genre Record