Wallenpaupack Area School District
Planned Course Curriculum Guide
English 11

BRITISH LITERATURE: ENGLISH ELEVEN CCR; CTE CHILDCARE; CTE CULINARY; CTE AUTO/BUILDING TRADES

Course Description:
This British literature survey course will focus on selected works by British authors and varying themes. The course will build upon the tenth-grade foundation by increasing the degree of literary analysis and interpretation so that students learn to consider the content's connection to British themes, history, and previously learned material. During the duration of this course, students will learn about the literary progression of British literature and will study the evolution of ideologies and culture of the British experience from the earlier periods of the Anglo-Saxons, the Medieval period, the English Renaissance, the Seventeenth and Eighteenth Centuries, the Romantic and Victorian period, and modern times today. During the duration of the course, students will analyze not only historical and informational texts but will also cover a selection of fiction and nonfiction texts. Students will show improvement with their reading comprehension and writing skills as well as listening and speaking/presentation skills. By studying many examples of literature across the time periods and themes, students will read, analyze, annotate, and discuss/write about what they have learned about the progression of British literature and how the literature applies to them in a modern context. By the end of the course, students will not only have mastered these essential skills but will have developed a strong understanding and foundation of literary movements in British literature and the themes that drive them. English 11 CCR students will also refine research-based argumentative essays, which must adhere to MLA format, and fulfill specific length and resource standards.

Students are expected to learn and engage in multiple tasks simultaneously and to refine their work repeatedly. Students must complete outside reading and writing assignments. To prepare the students for careers and college, they will learn the following: literature appreciation and analysis, practical, analytical, and critical composition, research skills, vocabulary, interpersonal communication, and standardized test-taking skills for reading and writing content. Independent reading is required.

Embedded Course: Participating Career and Technical Education (CTE) students will receive English instruction embedded (or within) their CTE program. Together, they will learn how to be effective communicators in their potential career fields. The Embedded Curriculum is designed to enhance students' communication skills through relevant, industry-specific contexts for reading, writing, speaking/listening, and language. Students will engage in a rigorous examination of technical and career related texts through real and simulated professional experiences. They will also make critical connections to seminal works of British Literature. Please see Differentiated Learning Sections for each unit for a more complete description of tasks.

Primary Text: Prentice Hall Literature: The British Edition. Penguin. 2007

Initial Creation Date (if applicable) and Revision Dates:
October 4th, 2024; May 2025

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Wallenpaupack Area School District Curriculum	
COURSE: British Literature	GRADE/S: 11th
UNIT 1: Anglo-Saxon Literature	TIMEFRAME: 2-3 Weeks

Core

Historical background on Anglo-Saxon Period

Old English language and literature

Characteristics of epic heroes and the hero's journey

Beowulf (epic poetry) p.41-62

"The Seafarer" (lyric poetry) p.19-22

"The Wanderer" (lyric poetry) p.23-26

"The Wife's Lament" (lyric poetry) p. 27-29

Supplemental

Exeter Book Riddles

Bede's *History of the English Church and People* p.78-82

The Anglo-Saxon Chronicle p.83-86

PA COMMON CORE/NATIONAL STANDARDS:
CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-LITERACY.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-LITERACY.CCRA.R.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CCSS.ELA-LITERACY.CCRA.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-LITERACY.CCRA.R.5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCSS.ELA-LITERACY.CCRA.R.6
Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-LITERACY.CCRA.R.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-LITERACY.CCRA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.
CCSS.ELA-Literacy.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCSS.ELA-LITERACY.CCRA.W.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

UNIT OBJECTIVES (SWBATS):
Identify the heroic virtues described in the introduction.
Distinguish between Anglo-Saxon heroic ideals and those of the High and Late Middle Ages.
Explain how cultural forces shaped Anglo-Saxon and Norman conceptions of heroism.
Identify examples of epic conventions in an Anglo-Saxon epic.
Read oral poetry aloud with attention to stress and alliteration.
Analyze the literary elements of an epic and how they contribute to its themes.
Analyze significant Anglo-Saxon cultural values (e.g., heroic virtues) and practices throughout an oral epic.
Evaluate the virtues of the Anglo-Saxon heroic ideal from a biblical worldview.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
1. KWL Charts
2. SQ3R
3. Purposeful Questioning
4. Cloze Procedure
5. Think Aloud
6. Close Reading
7. Three Text Connections Chart
8. Anticipation Guide
9. Frayer Model
10. Cornell Notes
11. Venn Diagrams
12. Guided Notes
13. RAFT Writing Strategy
14. Socratic Seminar
15. Response Notebooks
16. Word Wall
17. Virtual Field Trips
18. Gallery Walk
19. Exit Tickets

20. Comparison Matrix
21. Code the Text/Annotation
22. Ten Percent Summary (John Collins)
23. Reciprocal Teaching
24. Read, Rate, Reread

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Project-Based Learning

Summative and Formative Assessments

Journals and Essays

Quizzes and Tests

Web 2.0 Activities

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Choice of reading options

Alternative and/or modifications to assessments

Choice in groupings

Read-aloud per specific groups

CTE Embedded Culinary

Food Writer or Blogger: Focus on historical cooking, linking modern recipes with literary and cultural context from Anglo-Saxon times.

TV or YouTube Creator: Develop content that recreates historical meals or explores medieval banqueting culture inspired by literature.

CTE Childcare

Create a Children's Story Inspired by Anglo-Saxon Themes. Write and illustrate a short children's story (8–12 pages or slides) based on a theme from Anglo-Saxon literature (like loyalty, resilience, or family).

Storytelling and Moral Lessons (Presentation or Poster) Choose an excerpt or summary from an Anglo-Saxon text (e.g., Beowulf). Identify the main moral or value the story teaches (e.g., courage, friendship). Create a plan for how you would adapt this lesson into a story time or activity for young children (ages 3–7).

CTE Automotive/Building Trades

Build a Model of Heorot Hall Use descriptions from Beowulf to design and construct a scale model of the mead-hall. Integrate building math, blueprint drawing, and material estimation. Discuss the symbolic and structural features of the hall and what they reveal about Anglo-Saxon culture.

Tools of the Trade" Exhibit Create a side-by-side display or digital presentation of Anglo-Saxon construction tools (hammers, chisels, thatching tools) and their modern equivalents. Discuss evolution in craftsmanship, tool safety, and innovation.

RESOURCES (Technology Based Resources, Text Resources, etc.):

iPad, traditional texts, internet sources including pdf files, multimedia files, Web 2.0 tools

KEY VOCABULARY:

Keystone Exam – Literature Glossary to the Assessment Anchor and Eligible Content Guide.
See attached list of provided literary terms.

Wallenpaupack Area School District Curriculum	
COURSE: British Literature	**GRADE/S: 11th**
UNIT 2: Medieval Literature	**TIMEFRAME: 3 Weeks**

Historical background on Medieval England and Middle English language

Code of Chivalry and characteristics of Medieval romance

From *The Canterbury Tales* p.96-155

Supplemental

From *Sir Gawain and the Green Knight* p.162-175

From *Morte d'Arthur* p.176-184

From Christine de Pisan's *The Book of the City of Ladies* (handout)

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CCSS.ELA-LITERACY.CCRA.R.6
Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-LITERACY.CCRA.R.7
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CCSS.ELA-LITERACY.CCRA.SL.1
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UNIT OBJECTIVES (SWBATS):
Identify the characteristics of a poetic romance.
Analyze the use of symbols in poetry to enhance theme.
Apply knowledge of the chivalric code to understand the author's tone and message.
Evaluate a character's actions against the chivalric code and biblical ideals.
Summarize a text's key information.
Apply historical context to understand a text and its themes.
Justify a text's genre as a romance or a legend or both.
Analyze a character as a Christ figure and its connection to the work's themes.
Create a reflective paragraph to hypothesize what Arthur would think of the current culture if he returned today.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
1. KWL Charts
2. SQ3R
3. Purposeful Questioning
4. Cloze Procedure
5. Think Aloud
6. Close Reading
7. Three Text Connections Chart
8. Anticipation Guide
9.Frayer Model
10.Cornell Notes
11.Venn Diagrams
12.Guided Notes
13. RAFT Writing Strategy
14. Socratic Seminar
15. Response Notebooks
16. Word Wall
17. Virtual Field Trips
18. Gallery Walk
19. Exit Tickets
20. Comparison Matrix
21. Code the Text/Annotation
22. Ten Percent Summary (John Collins)
23. Reciprocal Teaching
24. Read, Rate, Reread

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
Project-Based Learning
Summative and Formative Assessments

Journals and Essays Quizzes and Tests Web 2.0 Activities
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Choice of reading options Alternative and/or modifications to assessments Choice in groupings Read-aloud per specific groups **CTE Culinary** *Food Preparation* Reflect on how food preparation is described (or implied) in texts like *Beowulf* or *The Wife of Bath's Tale*, and what that says about daily life. *Recreate a meal* based on a description from medieval literature (e.g. *Beowulf*, *Sir Gawain and the Green Knight, The Canterbury Tales*). Choose a medieval text that includes a feast or food description. Research period-accurate ingredients and cooking methods. Create a menu, recipe cards, and a presentation explaining the connection between the food and the story's themes or culture. **CTE Childcare** *Moral Development* Choose a theme, value, or story from medieval literature or life (examples below), and turn it into a developmentally appropriate activity. Examples: Theme: Bravery (from Beowulf) Activity: Dragon puppet-making and storytelling circle on bravery. Theme: Chivalry and Kindness (from Sir Gawain and the Green Knight) Activity: Role-playing game about helping friends and being polite. Theme: Storytelling and Oral Tradition Activity: Build a pretend "mead hall" reading nook and tell fairy tales with props. **CTE Automotive/Building Trades** *"If Beowulf Had a Toolbox" – Creative Mechanics Project* Students identify one medieval problem in literature (e.g., moving a large stone gate, repairing a wagon wheel). Design and build a tool or system using modern methods (pulleys, hydraulics, electric motors). Present how their creation could have helped the character**.** *Castle Engineering Challenge* Build a model of a castle gate or drawbridge mechanism using working parts (levers, gears, hinges). Link the model to a literary reference (*Le Morte d'Arthur, Sir Gawain*). Explain how form follows function in both medieval and modern construction. *Medieval Transportation Meets Modern Garage* Research medieval transport (wagons, horse carts, siege engines). Automotive students reimagine one using modern tools or energy systems (electric "chariot," for example). Build a small prototype or CAD drawing and compare mechanics (e.g., axle systems, wheel balance).
RESOURCES (Technology Based Resources, Text Resources, etc.): IPad, traditional texts, internet sources including pdf files, multimedia files, web 2.0 tools
KEY VOCABULARY: Keystone Exam – Literature Glossary to the Assessment Anchor and Eligible Content Guide. See attached list of provided literary terms.

Wallenpaupack Area School District Curriculum	
COURSE: British Literature	GRADE/S: 11th
UNIT 3: Renaissance Literature	TIMEFRAME: 3-4 Weeks

Core

Historical background on English Renaissance and literature of the period Historical background on Shakespeare and development of Elizabethan drama and theaters

Shakespeare's *Macbeth* p.306-394

Shakespeare's Sonnets No. 29,106,116 and 130 p.259-262

Supplemental

Christopher Marlowe's "The Passionate Shepherd to his Love" and Sir Walter Raleigh's "The Nymph's Reply to the Shephard" p.250-252

Aemilia Layner's "To All Virtuous Ladies in General" and "Eve's Apology in Defense of Women" (handout)

From Sir Thomas More's *Utopia* p.272-273

Queen Elizabeth I's "Speech Before Her Troops" p. 275-276

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CCSS.ELA-LITERACY.CCRA.R.3
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CCSS.ELA-LITERACY.CCRA.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-LITERACY.CCRA.R.5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCSS.ELA-LITERACY.CCRA.R.6
Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-LITERACY.CCRA.R.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-LITERACY.CCRA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.
CCSS.ELA-Literacy.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCSS.ELA-LITERACY.CCRA.W.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

UNIT OBJECTIVES (SWBATS):
Recognize historically significant people, forces, and events framing the literature of the Renaissance.
Understand some broad connections between these and the era's literary trends and themes.
Summarize an author's line of reasoning.
Apply knowledge of historical context to understand a text's message.
Analyze an author's main premise, supporting reasons, and conclusion.
Evaluate Renaissance views on women from a biblical worldview.
Paraphrase lines of poetry to clarify their syntax and sense.
Trace a poem's structure and progression of thought.
Analyze a poem's use of structure, form, imagery, and figurative language to convey its theme.
Compare and contrast poems' use of form and development of theme.
Evaluate a poem's view of love against a biblical view of love.
Identify pastoral characteristics in a text.
Analyze a poem's use of imagery and sound devices to support its theme.
Compare and contrast the themes of two texts.
Evaluate the theme of carpe diem in light of biblical truth.
Summarize historical background important to understanding Shakespeare's dramas.
Define characteristics of the Renaissance types tragedy and comedy.
Describe stage and dramatic conventions.
Identify key elements of a work's setting.
Infer a work's atmosphere from textual details.
Identify a work's emerging conflicts.
 Apply historical context when interpreting a text.
Analyze a work's main characters.
Evaluate a text's ideas from a biblical worldview.
Identify and interpret key imagery in a work.
Analyze a work's use of symbol.
Trace a work's developing theme.
Evaluate a character's choices in light of Scripture.
Evaluate an author's worldview from a biblical perspective.
Create a psychological profile of a work's characters.

Identify a work's key plot points.
Analyze how plot intersects with other major elements (e.g., theme).
Analyze a work's use of irony to inform tone and theme.
Compare how two texts portray similar internal conflicts and character choices.
Evaluate a work's depiction of sin and its effects from a biblical worldview.
Examine a work's motifs and how they develop throughout a work.
Compare and contrast two characters.
Analyze how a work's motifs support its themes.
Analyze a text's use of verse and prose.
Evaluate the qualities of characters in a work from a biblical perspective.
Summarize a narrative's key events.
Cite details from a text to support literary analysis.
Analyze a narrative's major elements (character, conflict, setting, plot, tone, imagery, and symbol) to determine its overarching themes.
Assess whether a drama fulfills the classic requirements of a tragedy.
Evaluate an author's major themes from a biblical worldview.
Compose a full character analysis of at least one of a work's major characters.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
Project-Based Learning
Summative and Formative Assessments
Journals and Essays
Quizzes and Tests
Web 2.0 Activities

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
Choice of reading options
Alternative and/or modifications to assessments
Choice in groupings
Read-aloud per specific groups
CTE Culinary
Renaissance – food, culture, and class
Read excerpts from Shakespeare, Marlowe, or use secondary sources about Renaissance banquets and customs. Identify food references or the role of feasts in the story (e.g. *Macbeth's* banquet scene, *Twelfth Night's* revelry, *The Tempest's island* feasts).
Research: Common Renaissance ingredients, cooking tools and techniques, class-based food customs (nobility vs. commoners).
CTE Childcare
Design a Renaissance-Themed Early Childhood Activity
Goal: Create a fun, safe, and educational activity inspired by Renaissance stories or moral themes.
Examples:
"Mini Globe Theater" Dramatic Play
Activity: Children act out a simple, friendly version of a Shakespearen scene using puppets or costumes.
Developmental link: Creativity, language development, social skills.
Aesop's Fables Story Time + Craft
Activity: Read a simplified fable, discuss the moral, and make a related craft (e.g., paper lions or fox masks).

Developmental link: Moral reasoning, fine motor, literacy.

"Royal Manners" Role-Play

Activity: Teach children polite behavior and kindness through pretend play at a Renaissance court.

Developmental link: Social/emotional development.

Tudor Toy Time

Activity: Recreate simple historical toys (cloth dolls, wooden blocks) and play games from the Renaissance.

Developmental link: Sensory exploration, physical development, social interaction.

CTE Automotive/Building Trades

Literature & Design Analysis

Choose one of the following (or teacher-approved alternative):

Excerpts from Shakespeare (The Tempest, Hamlet, Henry V), Renaissance inventors (Leonardo da Vinci's codices), Renaissance depictions of cities, theaters, or travel

Deliverable: 1-page analysis or short slideshow

Identify a structure, tool, or vehicle mentioned or implied, Explain its purpose and design.

Compare Renaissance techniques to modern-day building/auto technologies

RESOURCES (Technology Based Resources, Text Resources, etc.):

IPad, traditional texts, internet sources including pdf files, multimedia files, web 2.0 tools

KEY VOCABULARY:

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COURSE: British Literature	**GRADE/S: 11th**
UNIT 4: Neoclassical, Romantic, and Victorian Literature	**TIMEFRAME: 3-4 Weeks**

Neoclassical

Historical background and literature of the period

Robert Herrick's "To the Virgins, to Make Much of Time," p.463

From Johnathan Swift's *Gulliver's Travels* p. 522-532

From Alexander Pope's *An Essay on Man* p.538-539 and "The Rape of the Lock" p.540-550

From Daniel Defoe's *A Journal of the Plague Year* p.511-516

Romantic

Historical background and literature of the period

William Blake's poetry and children's literature p. 684

Mary Wollstonecraft Shelly's *Introduction to Frankenstein* p.692-698 and additional handouts

Samuel Taylor Coleridge's *The Rime of the Ancient Mariner* p.730-753 and *Kubla Khan* p.754-756

George Gordon, Lord Byron's "Speech to Parliament: In Defense of the Lower Classes" p. 812-814

Jane Austen's "On making an Agreeable Marriage" p. 824-827

Mary Wollenstonecraft's from *A Vindication of the Right's of Women* p.828-830

Victorian

Alfred, Lord Tennyson "The Lady of Shallot" p. 869-874

Elizabeth Barret Browning "Sonnet 43" p. 893

Rudyard Kipling "If" (handout)

Charlotte Bronte's quotes (handout)

Oscar Wilde's short stories (handout)

Lewis Carol's "The Jabberwocky" and "The Hunting of the Snark" (handout)

Robert Lewis Stevenson's "The Bottle Imp" (handout)

Charles Dickens "Signal Man" (handout)

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UNIT OBJECTIVES (SWBATS):
Identify the characteristics of Cavalier poetry.
Annotate a text to analyze a poem.
Infer meaning to determine a poem's theme.
Analyze a poem's use of sound devices, imagery, and figurative language.
Evaluate an author's values and a poem's theme according to a biblical worldview.
List the literary genres that wielded great influence during the early neoclassical era.
Explain how cultural forces of the early neoclassical era shaped its literature.
Identify features of Juvenalian satire in a text.
Apply historical background to understand a text.
Infer an author's tone to understand his message.
Analyze a work's narrator and its connection to theme.

Evaluate an author's perspective on human nature and society from a biblical perspective.
Identify characteristics of literary criticism in a text.
Trace an author's line of thought in a text.
 Infer authorial tone from textual details.
Analyze an author's style and voice.
Compose a paragraph comparing the critical approaches of two authors.
Recognize historically significant people, forces, and events framing the literature of romanticism and Victorianism.
Understand some broad connections between these and the era's literary trends and themes.
Identify four writers who represented the transition from neoclassicism to romanticism.
Describe features of romanticism illustrated in Blake.
Describe features of neoclassicism and romanticism.
Identify characteristics of ballad form in a work.
Analyze a work's use of imagery and sound devices.
 Analyze how a work's characters and symbols support its themes.
Examine a work and its themes for romantic traits.
Evaluate an author's romantic perspective against biblical truth.
Identify characteristics of ballad form in a work.
Analyze a work's use of imagery and sound devices.
Identify key genre features of Frankenstein.
Explain the novel's themes and romantic messages.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
1. KWL Charts
2. SQ3R
3. Purposeful Questioning
4. Cloze Procedure
5. Think Aloud
6. Close Reading
7. Three Text Connections Chart
8. Anticipation Guide
9. Frayer Model
10. Cornell Notes
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16. Word Wall
17. Virtual Field Trips
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20. Comparison Matrix
21. Code the Text/Annotation
22. Ten Percent Summary (John Collins)
23. Reciprocal Teaching
24. Read, Rate, Reread

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):   Project-Based Learning   Summative and Formative Assessments   Journals and Essays   Quizzes and Tests   Web 2.0 Activities
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):   Choice of reading options   Alternative and/or modifications to assessments   Choice in groupings   Read-aloud per specific groups   *CTE Embedded Description*   "Living Literature: Bringing the 18th and 19th Centuries to Life Through Career & Technical Education"   Students will explore themes, settings, and characters from Neoclassical, Romantic, and Victorian literature, then apply their CTE skills to reimagine, recreate, or respond to that world through hands-on, career-focused tasks.   *Culinary Arts: "A Taste of the Era"*   Task: Research period-appropriate recipes and design a modernized 3-course meal inspired by a literary work (e.g., a Dickensian Christmas dinner, Austen's Regency tea).   Literary Link: Use quotes or scenes where food or mealtime plays a role in social interaction or class.   Deliverables: Recipe cards with historical notes, Plating and presentation of one dish, Menu themed around a character, setting, or author.   *Childcare: "Victorian & Romantic Childhoods"*   Task: Design a developmentally appropriate activity inspired by how childhood, nature, or morality is depicted in the literature (e.g., nature exploration from Wordsworth, moral tales from Aesop or Victorian primers).   Literary Link: Analyze representations of innocence, discipline, or imagination (e.g. *Jane Eyre, Oliver Twist, The Chimney Sweeper*).   Deliverables: Age-specific activity plan, Reflection on historical vs. modern childhood values, Mini "storybook" or poem-inspired activity.   *Automotive: "Transport Through Time"*   Task: Research historical modes of transport (stagecoaches, early steam engines, carriages) and design a modified or modern version using today's tools or CAD software.   Literary Link: Highlight a journey or travel scene (e.g. *Frankenstein, A Tale of Two Cities, Pride and Prejudice*).   Deliverables: Schematic or scaled model of vehicle, Explanation of mechanical updates, Short analysis of how transport influences story setting and action   *Building Trades: "Rebuilding the Past"*   Task: Design a floor plan or model of a key setting (e.g., a Victorian manor, Gothic ruins from *Wuthering Heights, Frankenstein's* lab).   Literary Link: Examine how architecture reflects character, mood, or class.   Deliverables: Blueprint or 3D model (digital or physical) Materials list and construction method, Brief presentation linking the structure to its literary theme
RESOURCES (Technology Based Resources, Text Resources, etc.):   IPad, traditional texts, internet sources including pdf files, multimedia files, web 2.0 tools
KEY VOCABULARY: Keystone Exam – Literature Glossary to the Assessment Anchor and Eligible Content Guide.

See attached list of provided literary terms.

Wallenpaupack Area School District Curriculum	
COURSE: British Literature	**GRADE/S: 11th**
UNIT 5: The Modern Era	**TIMEFRAME: 3 Weeks**

Core

William Golding's *Lord of the Flies* (novel)

Supplemental

George Orwell's "Shooting an Elephant" p. 1076

James Joyce "Araby" p.1173

George Orwell's "A Dressed Man and a Naked Man" (handout)

J.R.R. Tolkien's "Smith of Wootton Major" (handout) and *The Adventures of Tom Bombadil* poetry (handout)

Arthur C Clarke "We'll Never Conquer Space" p.1314-1320

PA COMMON CORE/NATIONAL STANDARDS:
CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-LITERACY.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-LITERACY.CCRA.R.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CCSS.ELA-LITERACY.CCRA.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-LITERACY.CCRA.R.5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCSS.ELA-LITERACY.CCRA.R.6
Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-LITERACY.CCRA.R.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCSS.ELA-LITERACY.CCRA.R.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-LITERACY.CCRA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.
CCSS.ELA-Literacy.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCSS.ELA-LITERACY.CCRA.W.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

UNIT OBJECTIVES (SWBATS):
Recognize historically significant people, forces, and events framing modern and contemporary literature.
Identify some broad connections between these and the era's literary trends and themes.
Identify the themes and characteristics of modernist literature.
Examine how cultural forces shaped modernist writing.
Distinguish between modernist writers and writers with a traditional worldview.
Identify stream-of-consciousness narration in a text.
 Recognize an instance of epiphany in a text.
Analyze an author's use of elements such as symbol and atmosphere to communicate themes.
Evaluate an author's adult perspective on an earlier era or event(s).

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
1. KWL Charts
2. SQ3R
3. Purposeful Questioning
4. Cloze Procedure
5. Think Aloud
6. Close Reading
7. Three Text Connections Chart
8. Anticipation Guide
9. Frayer Model
10. Cornell Notes
11. Venn Diagrams
12. Guided Notes
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ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):   Project-Based Learning   Summative and Formative Assessments   Journals and Essays   Quizzes and Tests   Web 2.0 Activities
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):   Choice of reading options   Alternative and/or modifications to assessments   Choice in groupings   Read-aloud per specific groups   Modern Britain, Modern Skills: A CTE Exploration of Contemporary British Literature   *CTE Culinary "A Taste of the Text"*   Task: Create a modern British dish or menu based on a scene, setting, or social class from the literature. Example: A dystopian "ration meal" or a multicultural London-inspired menu.   Deliverables: Recipe and prep notes, Presentation plate and write-up, Menu card with literary quote and connection   *CTE Childcare "Children in Modern Britain"*   Explore how children are portrayed in literature and create a related educational or emotional development activity.   Deliverables: Activity plan with learning outcomes. Reflection comparing modern British childhood to local practices Story-based craft, puppet, or literacy tool   *CTE Automotive/Building Trades*   "Structures of Society" or "British Transport Through Time"   Design a structure from or inspired by the book's setting (e.g. dystopian housing, war-era buildings, modern London apartments.   Deliverables: Materials estimate and construction rationale and explanation of how architecture reflects theme or character.   Design a custom vehicle or repair project based on the book's era, theme, or character.   Example: A stylized WWII-era motorcycle or a modern mini-cooper wrapped in character art.   Deliverables: Sketch or CAD model, Systems overview (suspension, power source, etc.), reflection "Why would this vehicle fit in the world of this story?"
RESOURCES (Technology Based Resources, Text Resources, etc.):   IPad, traditional texts, internet sources including pdf files, multimedia files, web 2.0 tools
KEY VOCABULARY: Keystone Exam – Literature Glossary to the Assessment Anchor and Eligible Content Guide.   See attached list of provided literary terms.

English 11 Vocabulary

Caesura	Monologue
Kenning	Aside
Alliteration	Allusion
Epic	Bias
In Medias Res	Motif
Epithet	Symbolism
Characterization (Direct/Indirect)	Theme
Allegory	Tragic Hero
Archetypal Narrative Element	Tragic Flaw
Frame	Comic Relief
Medieval Romance	Romance
Sonnet	Conflict (Internal/External)
Quatrain	Climax
Couplet	Tone
Persuasive Devices	Diction
Metaphor	Dialect
Satire	Gothic
Imagery	Personification
Irony	Speaker
Soliloquy	Social Commentary