

Unit 4: American Literature: Emerging Modernism	Essential Question How did modernization result in isolation and disillusionment in the early American twentieth century?		
Guiding Questions	Resources	KCAS	Vocabulary
<p>How do literary elements contribute to meaning and author intention?</p> <p>How does American modernism emerge and develop over the course of the text?</p> <p>How is disillusionment portrayed in the text?</p> <p>How do satire, sarcasm, irony, and/or understatement contribute to the point of view(s) in a case?</p> <p>How does the author use word choice to build suspense about the event that is being foreshadowed?</p> <p>How does the author use flashback to develop characters and theme(s) over the course of the text?</p>	<p><i>“E” notes exemplar texts.</i> <i>“EA” notes exemplar authors.</i> <i>All resources highlighted are available at NHS.</i></p> <p>LITERARY TEXTS</p> <p>Drama</p> <ul style="list-style-type: none"> • <i>A Raisin in the Sun</i> <p>Novels</p> <ul style="list-style-type: none"> • <i>A Farewell to Arms</i> (Ernest Hemingway) (E) • <i>As I Lay Dying</i> (William Faulkner) (E) • <i>Of Mice and Men</i> (John Steinbeck) (EA) • <i>The Great Gatsby</i> (F. Scott Fitzgerald) (E) • <i>The Pearl</i> (John Steinbeck) (EA) • <i>Their Eyes Were Watching God</i> (Zora Neale Hurston) (E) • <i>Winesburg, Ohio</i> (Sherwood Anderson) (selections) <p>Poetry</p> <ul style="list-style-type: none"> • “A High-Toned Old Christian Woman” (Wallace Stevens) • “Birches” (Robert Frost) (EA) • “Conscientious Objector” (Edna St. Vincent Millay) (EA) 	<p>RL.11-12.1: 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>RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RI.11-12.1: 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>RI.11-12.10: 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>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to</p>	<p>Alienation</p> <p>American modernism</p> <p>Dialect</p> <p>Disillusionment</p> <p>Flashback</p> <p>Foreshadowing</p> <p>“Great migration”</p> <p>Harlem Renaissance</p> <p>Industrialization</p> <p>Interior monologue</p> <p>The Lost Generation</p> <p>Motif</p> <p>Stream of consciousness</p> <p>Villanelle</p>

	<ul style="list-style-type: none"> • “Domination of Black” (Wallace Stevens) • “Tableau” Countee Cullen • “Harlem” (Langston Hughes) (EA) • “In the Dordogne” (John Peale Bishop) • “Mother to Son” (Langston Hughes) (EA) • “Poetry” (Marianne Moore) • “Richard Cory” (E.A. Robinson) • “The Fish” • “Skunk Hour” • “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) • <i>The Pisan Cantos</i> (Ezra Pound) (selections) • “The Road Not Taken” (Robert Frost) (E) (This is a CCSS exemplar text for grades 6-8.) • “The Silent Slain” (Archibald MacLeish) • “Yet Do I Marvel” (Countee Cullen) (E) (This is a CCSS exemplar text for grades 9-10.) <p>Short Stories</p> <ul style="list-style-type: none"> • “A Clean, Well-Lighted Place” (Ernest Hemingway) (EA) • “A Rose for Emily” (William Faulkner) (EA) • “A Good man is Hard to Find” (Flannery O’Connor) • “A&P” (John Updike) <p>INFORMATIONAL TEXTS</p>	<p>task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>SL.11-12.5: 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>L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
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	<p>Essays</p> <ul style="list-style-type: none"> • “<i>A Farewell to Arms: The Impact of Irony and the Irrational</i>” (Fred H. Marcus) • “If Black English Isn’t a Language, Then Tell Me, What Is?” (James Baldwin) • “<i>The Great Gatsby and the Twenties</i>” (Ronald Berman) • “Letter from a Birmingham Jail” (Martin Luther King Jr.) • "Towards a Definition of American Modernism" (Daniel Joseph Singal, <i>American Quarterly</i> 39, Spring 1987, 7-26) <p>Nonfiction</p> <ul style="list-style-type: none"> • "Lee Surrenders to Grant, April 9th, 1865" (Horace Porter) (E) <p>Speeches</p> <ul style="list-style-type: none"> • "Hope Despair and Memory" (Elie Wiesel) (E) • "State of the Union Address" (Franklin Delano Roosevelt) (E) • <i>Black Elk Speaks</i> (Black Elk, as told through John G. Neihardt) (selections) • “The Solitude of Self” (February 20, 1892) (Elizabeth Cady Stanton) • “The Spirit of Liberty” speech at “I Am an American Day” (Learned Hand, 1944) (EA) 		
Learning Objectives			
Knowledge	Reasoning	Performance	Product
RL.11-12.1 Recognize strong and thorough textual evidence within the text.	RL.11-12.1 Explain inferences drawn from the text. Interpret how the text uses ambiguity or leaves matters	W.11-12.4 (The underpinning knowledge targets are found in Writing Standards 1, 2,	W.11-12.4 Analyze the reason for writing a piece to decide on

<p>RL.11-12.6 Recognize:</p> <ul style="list-style-type: none"> • denotation/connotation and/or • literal/non-literal meaning <p>Identify examples, such as:</p> <ul style="list-style-type: none"> • satire • sarcasm • irony • understatement <p>from the text</p> <p>RI.11-12.1 Recognize strong and thorough textual evidence within the text.</p> <p>RI.11-12.10 Identify various sources of information presented in diverse media and formats (e.g., visually, quantitatively).</p> <p>Explain how to integrate from various sources of information presented in diverse media and formats, as well as in words.</p> <p>W.11-12.4 (The underpinning knowledge targets are found in Writing Standards 1, 2, 3, 7, 8, 9 and Language Standards 1-6)</p> <p>W.11-12.8 Recognize strengths and weaknesses of a source based on the task, purpose, and audience.</p>	<p>uncertain.</p> <p>Cite strong and thorough textual evidence to support the text (explicit and inferred).</p> <p>RL.11-12.6 Compare/contrast what is directly stated in a text with the implied or inferred meaning (e.g., satire, sarcasm, irony, or understatement).</p> <p>Using the non-literal interpretation, identify the author's point of view.</p> <p>Analyze how knowing the author's point of view helps the reader identify the true meaning of the text.</p> <p>RI.11-12.1 Identify the textual evidence that supports analysis of what the text says explicitly.</p> <p>Explain inferences drawn from the text.</p> <p>Interpret how the text uses ambiguity or leaves matters uncertain.</p> <p>Cite strong and thorough textual evidence to support the text (explicit and inferred).</p> <p>RI.11-12.10 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively) as well as in words to :</p> <ul style="list-style-type: none"> • address a question • solve a problem <p>Evaluate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively) as well as in words to:</p> <ul style="list-style-type: none"> • address a question 	<p>3,7, 8, 9 and Language Standards 1-6)</p> <p>SL.11-12.5 Use digital media strategically in presentations to:</p> <ul style="list-style-type: none"> • enhance understanding • add interest <p>L.11-12.6 Use general academic and domain-specific words and phrases at the college and career readiness level, sufficient for:</p> <ul style="list-style-type: none"> • reading • writing • speaking and listening <p>Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge.</p> <p>Demonstrate independence in gathering vocabulary knowledge by:</p> <ul style="list-style-type: none"> • contextual clues • references/resource 	<ul style="list-style-type: none"> • task • purpose • audience <p>Determine suitable</p> <ul style="list-style-type: none"> • idea development strategies • organization • style <p>appropriate to task purpose and audience.</p> <p>(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3, 7, 8, 9).</p>
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<p>Define plagiarism.</p> <p>Identify overreliance on a source.</p> <p>Recognize authoritative sources.</p> <p>Cite in standard formats.</p> <p>SL.11-12.5 Recognize strategic digital media.</p> <p>L.11-12.6 Identify academic and domain-specific words and phrases sufficient for:</p> <ul style="list-style-type: none"> • reading • writing • speaking and listening <p>Recognize and gather words and phrases important to comprehension or expression.</p> <p>Identify appropriate resources to aid in gathering vocabulary knowledge.</p>	<ul style="list-style-type: none"> • solve a problem <p>W.11-12.4 Analyze the reason for writing a piece to decide on</p> <ul style="list-style-type: none"> • task • purpose • audience <p>Determine suitable</p> <ul style="list-style-type: none"> • idea development strategies • organization • style <p>appropriate to task purpose and audience.</p> <p>(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3, 7, 8, 9).</p> <p>W.11-12.8 Evaluate sources by assessing strengths and weaknesses in terms of:</p> <ul style="list-style-type: none"> • task • purpose • audience <p>Integrate information into text to:</p> <ul style="list-style-type: none"> • maintain flow of ideas • avoid plagiarism and overreliance on any one source <p>Gather relevant information from multiple authoritative print and digital sources.</p> <p>Perform advanced searches effectively.</p> <p>SL.11-12.5 Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence.</p>		
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	<p>Evaluate the usefulness of digital media in presentations to add interest.</p> <p><i>L.11-12.6</i></p> <p>Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through:</p> <ul style="list-style-type: none"> • reading • writing • speaking and listening <p>Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge.</p> <p>Select appropriate resources to aid in gathering vocabulary knowledge.</p>		
Reading Focus		Writing Response: Reader's Notebook	
		<p>Thinking Stem Questions: After reading, use 2-3 of these thinking stems to help you respond.</p> <p>Thinking While You Read</p> <ul style="list-style-type: none"> • I'm thinking... because... • I'm noticing... because... • I'm wondering... because... • I'm seeing... because... • I'm feeling... because... <p>Making Connections/Using Schema</p> <ul style="list-style-type: none"> • That reminds me of... because... • I think I already know... because... 	

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- I have a connection to...
- I have a schema for...
- I can relate to... because...

Visualizing

- I'm picturing...
- I can imagine...
- I can feel...
- I can see...
- My mental images include...

Asking Questions

- I wonder...
- Why...
- I don't understand...
- It confused me when...
- How could...

Inferring

- I can tell that... because...
- My guess is... because...
- Maybe... because...
- Perhaps... because...
- It could be that...
- This could mean...

	<ul style="list-style-type: none"> • I predict... because... • My conclusion here is... • That's just what I thought... <p>Determining Importance</p> <ul style="list-style-type: none"> • What's important here is... • What matters to me is... • One thing we should notice is... • I want to remember... • It's interesting that... <p>Synthesizing</p> <ul style="list-style-type: none"> • Now I understand why... • I'm changing my mind about... • I used to think____, but now I think... • My new thinking is... because... • I'm beginning to think... because...
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ELA Strands

Reading Literature, Informative Writing, Language Usage

Seminar: What are the effects of the shifting point of view on the reader's understanding of events in *As I Lay Dying*? Why do you think Faulkner chose to tell the story from different points of view? Use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.3, RL.11-12.5, W.11-12.2, W.11-12.9a, L.11-12.5)

Reading Poetry, Poetry Writing

Conduct a close reading of Langston Hughes's "The Negro Speaks of Rivers," "Mother to Son," and "Harlem," identifying Hughes's use of metaphors to depict ideas.

After reading the poems, compose your own poem in response to Hughes's ideas and vision. Use a metaphor that depicts your perception of Hughes (e.g., "Hughes, a fearless lion / roaring whispers of distant memories"). (RL.11-12.10, W.11-12.3d)

Art, Speaking and Listening

Examine and discuss the paintings listed. Do you see modernism emerging in these works? Can you make any fruitful comparisons with the way modernism emerges in the works you are reading? What new stylistic developments do you see in the paintings? What do we mean when we talk about modernists creating "art for art's sake"? For instance, compare the Hartley, Dove, and Demuth paintings. To what extent do you think these painters were interested in painting a mountain (Hartley), a goat (Dove), and silos (Demuth) versus experimenting with the possibilities of paint, space, and line? What role do you think fine art photography (see the Stieglitz image) might have played in the transition of painting away from a primary focus on depiction? (SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5)

Reading Literature, Reading Informational Text, Informative Writing

Seminar: After reading James Baldwin's essay, "If Black English Isn't a Language, Then Tell Me, What Is?" and Zora Neale Hurston's *Their Eyes Were Watching God*, discuss the pivotal role that dialect plays in *Their Eyes Were Watching God*. Use at least three pieces of textual evidence to support an original thesis. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, RL.11-12.4, RL.11-12.6, RL.11-12.9, SL.11-12.4, W.11-12.9a, L.11-12.3)

Reading Poetry, Argument Writing

How do the poems of this unit—especially Eliot, Frost, and Pound—grapple with hope and despair? By the end of the poems selected, does hope or despair triumph? Organize textual evidence to support your position. (RL.11-12.2, SL.11-12.4, W.11-12.1)

Reading Informational Text, Reading Literature, Informative Writing

In "Towards a Definition of American Modernism," Daniel Joseph Singal notes that novelists like F. Scott Fitzgerald and Ernest Hemingway (among other American writers) "chronicled the disintegration of modern society and culture, but [their] primary concern ... was somehow 'to make the world re-cohere'" (p. 20). Write an informative/explanatory essay in which you consider Singal's words as you examine Fitzgerald's or Hemingway's social-political critique of the modern world. You may discuss one or both authors. You must cite evidence from the novels to support your thesis. You must also cite "Towards a Definition of American Modernism" by Singal. (RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5, RI.11-12.1, RI.11-12.2, W.11-12.2)

Argument Writing, Oral Presentation

Discuss what you think Learned Hand meant when he said of Americans, "For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land." Cite examples from works read in this unit and describe how the characters exhibit this quality. Record your recitation using a video camera so you can evaluate how well you discussed Hand's quotation. (*Note:* This quotation could also be used as a prompt for argument, asking students to agree or disagree with Hand and requiring at least three pieces of evidence to support the position.) (RL.11-12.9, SL.11-2.4, L.11-12.5)

Multimedia Presentation

Make a formal multimedia presentation in which you define and discuss the Lost Generation in American literary history. Cite at least three sources. Prepare the presentation for posting on the class web page for this unit. (RL.11-12.9, W.11-12.6, SL.11-12.5)

Language Mechanics

Read the draft of a classmate's essay and highlight all the independent and dependent clauses; make sure they are punctuated correctly. (L.11-12.1, L.11-12.2)

Speaking and Listening

Reflect on seminar questions, take notes on your responses in your journal or on a shared spreadsheet, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)

Reading Literature, Argument Writing

Seminar: After reading "The Love Song of J. Alfred Prufrock" and *The Great Gatsby*, decide whether you agree or disagree with the following statement: Prufrock and Gatsby have similar characters. Use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, RL.11-12.5, SL.11-12.4, W.11-12.9a)

Resources:

Kentucky Department of Education – KCAS

Common Core Curriculum Maps - <http://commoncore.org/maps/>

Barnes and Noble Booksellers - <http://www.barnesandnoble.com/>