

Unit 3: American Literature: A Troubled Young Nation	Essential Question What is an American?		
Guiding Questions	Resources	KCAS	Vocabulary
<p>How do literary elements contribute to meaning and author intention?</p> <p>How did the author's choices of story elements relate to the story?</p> <p>How did specific individuals, ideas, or events interact and develop over the course of the text?</p> <p>How do the theme(s) develop over the course of the text?</p> <p>How do the themes and ideas interact and build on one another to produce a complex account?</p> <p>How did the author's</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>Folk Tales</p> <ul style="list-style-type: none"> • "Plantation Proverbs" (<i>Uncle Remus</i>) <p>Novels</p> <ul style="list-style-type: none"> • <i>Daisy Miller</i> (Henry James) • <i>Ethan Frome</i> (Edith Wharton) • <i>My Ántonia</i> (Willa Cather) • <i>Sister Carrie</i> (Theodore Dreiser) • <i>The Adventures of Huckleberry Finn</i> (Mark Twain) (EA) • <i>The Autobiography of an Ex-Coloured Man</i> (James Weldon Johnson) • <i>The Awakening</i> (Kate Chopin) • <i>The Call of the Wild</i> (Jack London) <p>Short Stories</p> <ul style="list-style-type: none"> • "Roman Fever" (Edith Wharton) • "The Celebrated Jumping Frog of Calaveras County" (Mark Twain) (EA) • "The Story of An Hour" (Kate Chopin) • "The Yellow Wallpaper" (Charlotte Perkins Gilman) 	<p>RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>W.11-12.5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p>	<p>Abolition</p> <p>American Dream</p> <p>Assimilation</p> <p>Autobiography</p> <p>Biography</p> <p>Determinism</p> <p>"Melting pot"</p> <p>Mood</p> <p>Naturalism</p> <p>Realism</p> <p>Regionalism</p> <p>Satire</p>

<p>perspective of racism and slavery develop over the course of the text?</p> <p>What textual evidence supports how texts from the same period of time treat similar themes or topics?</p> <p>How did the author's tone create mood?</p>	<ul style="list-style-type: none"> • “What Stumped the Bluejays” (Mark Twain) (EA) <p>INFORMATIONAL TEXTS</p> <p>Autobiographies</p> <ul style="list-style-type: none"> • <i>Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</i> (Frederick Douglass) (EA) (excerpts) • <i>The Narrative of Sojourner Truth</i> (Sojourner Truth and Olive Gilbert) • <i>Twenty Years at Hull House</i> (Jane Addams) (selections) • <i>Up From Slavery: An Autobiography</i> (Booker T. Washington) <p>Essays</p> <ul style="list-style-type: none"> • “‘I Had Barbara’: Women’s Ties and Wharton’s ‘Roman Fever’” (Rachel Bowlby) • “‘The Yellow Wallpaper’ and Women’s Discourse” (Karen Ford) • “Why I Wrote ‘The Yellow Wallpaper’” (Charlotte Perkins Gilman) <p>Nonfiction</p> <ul style="list-style-type: none"> • <i>Bury My Heart at Wounded Knee: An Indian History of the American West</i> (Dee Brown) (E) • Declaration of Sentiments, Seneca Falls Convention (1848) • Letter to Albert G. Hodges (Abraham Lincoln) (EA) • <i>Son of the Morning Star: Custer and the Little Bighorn</i> (Evan S. Connell) (E) • “The Higher Education of Women,” from <i>A Voice from the South</i> (Anna Julia Cooper) • <i>What They Fought For 1861-1865</i> (James M. McPherson) <p>Speeches</p>	<p>SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
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<i>Learning Objectives</i>			
<i>Knowledge</i>	<i>Reasoning</i>	<i>Performance</i>	<i>Product</i>
<p>RL.11-12.3 Identify key elements of a story or drama.</p> <p>Identify key choices the author made that relate elements of the story.</p> <p>RI.11-12.3 Identify:</p> <ul style="list-style-type: none"> • complex sets of ideas • complex sequences of events <p>W.11-12.5 Recognize how and when to:</p> <ul style="list-style-type: none"> • plan • revise • edit • rewrite • try a new approach <p>Recognize significant information for the needs of</p> <ul style="list-style-type: none"> • audience • purpose <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54).</p>	<p>RL.11-12.3 Explain how the author’s choices (setting, order of events, character change/ motivations/Interactions) relate the elements of a story or drama.</p> <p>Analyze how the decisions the author made regarding setting, order of events, etc. impacted the story.</p> <p>RI.11-12.3 Analyze a:</p> <ul style="list-style-type: none"> • complex set of ideas • complex sequence of events <p>Explain how specific:</p> <ul style="list-style-type: none"> • individual • ideas • events <p>interact and develop throughout a text.</p> <p>W.11-12.5 Develop and strengthen writing as needed by:</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach <p>Determine focus on:</p>	<p>SL.11-12.1 Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 11-12 topics and texts.</p> <p>Facilitate discussions over designated grade 11-12 topics.</p> <p>Collaborate to develop guidelines for successful discussion and decision-making.</p> <p>Follow agreed-upon guidelines for discussion.</p> <p>Pose and respond to questions to probe reasoning and evidence.</p> <p>Converse to resolve contradictions.</p>	

<p><i>SL.11-12.1</i> Identify key supporting ideas from reading and research.</p> <p>Describe expectations for civil and democratic discussion and decision-making .</p> <p>Identify diverse perspectives in text and presented.</p> <p>Know how to ask thought-provoking questions.</p> <p>Identify new information posed during discussion.</p> <p>Identify conclusions posed during discussion or in text.</p> <p><i>SL.11-12.2</i> Identify and integrate information from multiple sources presented in diverse media (e.g.</p> <ul style="list-style-type: none"> visually quantitatively orally) <p><i>L.11-12.2</i> Apply correct capitalization, punctuation, and spelling when writing.</p> <p>Know punctuation rules for hyphen usage.</p> <p>Use hyphens in phrases and clauses.</p> <p>Recall and apply spelling rules Identify and correct misspelled words.</p>	<ul style="list-style-type: none"> what is most significant for a specific purpose what is significant for a specific audience <p><i>SL.11-12.1</i> Analyze & evaluate text, comments, claims, and evidence posed.</p> <p>Synthesize comments, claims, and evidence for all sides of an issue.</p> <p>Evaluate discussions and decision-making processes.</p> <p>Determine goals, deadlines, and individual roles for discussion groups.</p> <p>Formulate opinions, ideas, and conclusions based on prior and new evidence.</p> <p>Compare and contrast opinions and facts posed by peers on the designated issue or topic.</p> <p>Evaluate personal conclusions and the conclusions of others.</p> <p><i>SL.11-12.2</i> Evaluate credibility of integrated sources of information presented:</p> <ul style="list-style-type: none"> visually quantitatively orally <p>Evaluate accuracy of integrated sources of information presented:</p> <ul style="list-style-type: none"> visually quantitatively orally <p>Integrate multiple sources of information presented</p> <ul style="list-style-type: none"> visually 	<p>Determine additional information needed to further the investigation or complete the task.</p> <p>Consider all positions on a topic or issue and respond thoughtfully.</p> <p>Reference evidence from texts and research to support comments and ideas.</p> <p>Question or respond to clarify, verify, or challenge conclusions posed by others.</p> <p>Make connections to new evidence or reasoning posed to justify personal viewpoints.</p>	
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	<ul style="list-style-type: none"> quantitatively orally <p>Determine discrepancies among the data to make informed decisions and to solve problems.</p>		
Reading Focus	<p>Writing Response: Reader's Notebook</p> <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... I have a connection to... I have a schema for... I can relate to... because... <p>Visualizing</p> <ul style="list-style-type: none"> 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...
- I predict... because...
- My conclusion here is...
- That's just what I thought...

Determining Importance

- What's important here is...
- What matters to me is...
- One thing we should notice is...

- I want to remember...
 - It's interesting that...
- Synthesizing**
- 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...

ELA Strands

Reading Informational Text, Performance

Recite the Gettysburg Address from memory. Include an introduction that discusses why the excerpt exemplifies America's core conflicts and its finest values. Record your recitation using a video camera so you can evaluate your performance. (RI.11-12.9, SL.11-12.3)

Reading Literature, Argument Writing

Seminar: Does Huckleberry Finn embody the values inherent in the American Dream? Write an argument in which you use at least three pieces of evidence to support an original thesis statement. 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.11-12.9, SL.11-12.1, W.11-12.9)

Art, Speaking and Listening

Focus on the Homer painting. Without knowing any background information on the time period or setting of this work, discuss the following questions with classmates: What do you think might be going on in this scene? Who are these women? Notice each person's dress and body position. What do these details suggest about their relationships? Note that the painting is sectioned. But where is the division: between the white woman and the black family, or at the painting's center, to the left of the central figure? How does noticing this division add to our understanding of the relationships in the painting? What do you think each character might be thinking or feeling? Why do you think Homer created such a complex composition to depict what at first appears to be a simple interaction? Now learn some background information about the painting. Did you come up with "correct" assumptions? Is there a "right" answer to analyzing this work of art? (SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5)

Reading Literature, Informative Writing

Edith Wharton, Charlotte Perkins Gilman, and Kate Chopin are often referred to as feminist authors. Their protagonists are usually women, and their conflicts are frequently with men. Read two of the following stories: "Roman Fever" by Edith Wharton, "The Yellow Wallpaper" by Charlotte Perkins Gilman, and "The Story of an Hour" by Kate Chopin. Then, write an informative/explanatory essay in which you explore how the positioning of the women protagonists in the stories exposes the authors' views of women in society. (*Extension:* For further literary analysis upon which students may draw, they can read "'The Yellow Wallpaper' and Women's Discourse" by Karen Ford and/or "'I Had Barbara': Women's Ties and Wharton's 'Roman Fever'" by Rachel Bowlby.) (RL.11-12.1, RL.11-12.2, RL.11-12.3, RI.11-12.1, RI.11-12.2, RI.11-12.3, W.11-12.2)

Argument Writing

Seminar: Write an argument in which you agree or disagree with the following statement, offering at least three pieces of evidence from the texts to support your position: Women in nineteenth-century America could not really be free. 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, W.11-12.1)

Reading Literature, Reading Informational Text, Informative Writing

Seminar: Choose two women from among the works studied and compare and contrast their life experiences, noting the ways in which they either exemplified or were an exception to the times in which they lived. Use at least three pieces of evidence from the texts to support an original thesis statement. 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, RI.11-12.10, W.11-12.1, W.11-12.9)

Reading Literature, Multimedia Presentation

Create a mixed-media presentation that summarizes one of the novels you've read and presents questions that you think the novel raises about its uniquely American themes. Prepare the presentation for posting on the class web page for this unit. (RL.11-12.1, W.11-12.6, SL.11-12.5)

Language Usage

Examine a page from one of the stories in this unit (selected by the teacher) and highlight the prepositional phrases; identify what they modify and determine whether they are adjectival or adverbial. (L.11-12.1)

Speaking and Listening

Reflect on seminar questions, take notes on your responses in your journal or on a shared online document, 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, Informative Writing

Seminar: How does Mark Twain address the issue of slavery in *The Adventures of Huckleberry Finn*? Use at least three pieces of textual evidence to support an original thesis statement. 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.11-12.6, W.11-12.2, W.11-12.9)

Resources:

Kentucky Department of Education – KCAS

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

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

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