**11th/12th Grade: American Literature**

**Semester 1**

**Curriculum Map 2017-2018**

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| **Essential Question and Main Ideas** | **Content** | **Standards** | **Supplemental Resources** |
| **Unit 1: The American Dreamers**  **What are the qualities of a hero?**  **What do the characteristics of heroes teach us about the cultures in which they were created?**  • America’s Puritan heritage provided the ideological building blocks for the nation to grow.  • Americans have struggled to come to terms with the negative aspects of its Puritan past (intolerance, punishment, fear).  • Public humiliation and scapegoating have been highly controversial and acceptable forms of punishment throughout American history.  • Transcendentalist writers challenged Puritan ideology and ushered in an intellectual revolution that has shaped America’s identity. | **Big Idea / Unit Goal:** The goal for this unit is to explore and analyze the theme of Rebels and Rhetoric across American literary and informational texts with an in-depth focus on GSE priority standards.  **Tools for Analysis**  1. Plot  2. Character Development  3. Figurative Language 4. Persuasion/Rhetoric 5. Author’s Purpose  6. Mood & Tone  7. Characteristics of American Foundational Literature  **Main Texts: Colonial and Puritan Literature**  1. *The Crucible* by Arthur Miller  2. “Of Plymouth Plantation” by William Bradford  3. “A Narrative of the Captivity” by Mary Rowlandson  4. “Sinners in the Hands of an Angry God” by Jonathon Edwards  **Main Texts: Rationalism**  1. The Declaration of Independence by Thomas Jefferson  2. Preamble to the Constitution  3. The Bill of Rights  **Persuasive Writing & Rhetoric Focus for Instruction**  1. Developing a logical argument  2. Convey complex ideas  3. Organize ideas to enhance the author’s argument  4. Follow and strengthen the writing process | 11.ELA.1,3.RL  • 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.  • 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) for their themes, purposes, and rhetorical features.  11.ELA.1,4,6,9.RI  • 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.  • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.  • Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  • Analyze seventeenth Century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, The Preamble to the Constitution, The Bill of Rights, and Lincoln’s Second Inaugural Address)  11.ELA.1,2,4,5,6.W  • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, and relevant and sufficient evidence.  • Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 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.  • Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | **Rationalism**  1. “The Way to Wealth” by Benjamin Franklin  2. “The Crisis, No. 1” by Thomas Paine  3. “Speech to the Second Virginia Convention” by Patrick Henry  4. “Tragedy and the Common Man” by Arthur Miller  5. Excerpt from The Wordy Shipmates by Sarah Vowell  6. Excerpt from “The Diary of Samuel Sewall” Excerpt from House Un-American Activities Committee Hearings.  7.Excerpts from "Common Sense" by Thomas Paine  8."Walden" by Henry David Thoreau  9. “Society and Solitude” or “Nature” by Ralph Waldo Emerson  10. “I Too” by Langston Hughes  11.“The Latin Deli: An Ars Poetica” by Judith Ortiz Cofer,  12. From The Interesting Narrative of the Life of Olaudah Equiano by Olaudah Equiano,  13. Native American Oral Tradition / Mythology,  14. Exploration Narratives by de Vaca,  15. “To My Dear and Loving Husband” by Anne Bradstreet  16. Phyllis Wheatley “To His Excellency, General Washington  **Poetry**  1.“I Hear America Singing” Walt Whitman  2. “Upon the Burning of Our House” July 10th,  1666, Anne Bradstreet 3.“Half-hanged Mary” by Margaret Atwood  **Film**  1.History Channel Documentary: “The Salem Witch Trials” 2.*Into the Wild*, film by Sean Penn |
| **Essential Question and Main Ideas** | **Content** | **Standards** | **Supplemental Resources** |
| **Unit 2: Class, Race and Identity**  **How do race, gender, and economic status affect one’s social standing in America?**  • The Republican principles of the Founding Fathers that led to the American Revolution were not practiced toward all Americans.  • Slavery was a cruel and dehumanizing institution.  • The experience of immigrants and people of color in America differs greatly from their anglo-saxon counterparts.  • The complex role women and people of color play in a changing American landscape The challenges of poverty can be overcome not only by individual perseverance and self-reliance but also through effective government policy. | **Big Idea/Unit Goals**  The goal for this unit is to explore and analyze the theme of Individualism and Identity across American literary and informational texts. standards. Students will understand how the American identity has been shaped through texts that provide themes related to identity and the search for self.  **Tools for Analysis**  1. Figurative Language  2. Symbolism  3. Plot  4. Character Development  5. Structure  6. Point of View  7. Persuasion/Rhetoric  8. Characteristics of foundational works from the same period  **Main Texts: American Romanticism/Dark Romanticism**  1. “Rip Van Winkle” by Washington Irving  2. “Because I could not stop for Death” by Emily Dickinson  3. “Minister’s Black Veil” by Nathaniel Hawthorne.  4. “The Fall of the House of Usher” by Edgar Allan Poe,  5. “Psalm of Life” “I Heard a Fly Buzz” and “There’s a certain slant of Light”  **Main Texts: American Renaissance**  1. A Growing Nation: Literature of the American Renaissance” Historical Background, 2. “The Devil and Tom Walker” by Washington Irving  3. Civil Disobedience by Henry David Thoreau  4. “Letter from Birmingham City Jail” by Martin Luther King, Jr  5. *Raisin in the Sun* by Lorraine Hansberry  6. Excerpts from *Narrative of the Life of Frederick Douglass* by Frederick Douglass  **Informative and Explanatory**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | 11.ELA.1,2,3,4,5,6,9,10.RL • 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.  • Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text  • 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).  • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.  • Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.  • Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  • Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.  • By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  11.ELA.1,2,3,4,5,6,9,10.RI • 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.  • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  • 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.  • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.  • 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. • Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  • Analyze seventeenth Century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, The Preamble to the Constitution, The Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.  • By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | **American Renaissance**  1. “Jumping Frog of Calaveras County” Mark Twain  2.“Lucinda Matlock” and “Fiddler Jones” by Edgar Lee Masters 4. 3.“We Wear the Mask” Paul Laurence Dunbar 5. 4.“Occurrence at Owl Creek Bridge” by Ambrose Bierce  5. “The Mask” by Maya Angelou (also available as spoken word from BET Awards)  6. "Declaration of Sentiments of Women" (Seneca Falls Convention) by Elizabeth Cady Stanton  7.“On Slavery” by Thomas Jefferson (FD Great Books)  8. “Learning to Read” by Malcolm X  9.Robert F. Kennedy’s Speech – Democratic National Convention  **Poetry**  1.“Between Two Worlds” Patricia Smith 2.“We Wear the Mask” and 3.“Sympathy” by Paul Laurence Dunbar 970L 4.“If We Must Die” by Claude McKay 1000L 5.“Dream Deferred”, “The Weary Blues”, “I, Too”, “Mother to Son” by Langston Hughes |