

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**GLOBAL STUDIES MAGNET PROGRAM**

# **HONORS AMERICAN LITERATURE & RESEARCH SEMINAR**

Grade Level: 10

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 25, 2014**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## HONORS AMERICAN LITERATURE & RESEARCH SEMINAR

### COURSE PHILOSOPHY

Through both the study and practice of research, rhetoric, and awareness of perspective, students will connect American literature to greater collective issues in contemporary society. The collaborative nature of seminar discussions alongside the more independent acquisition and study of vocabulary allows for success through a variety of learning styles and manners.

### COURSE DESCRIPTION

The *Honors American Literature and Research Seminar* is a five-credit course that aligns to the Common Core Standards and satisfies one year of the New Jersey requirement for four years of English. The course focuses on research practice, study of rhetoric, and consciousness of perspective designed to develop independent thinkers. The thematic units include such topics as oppression, religious indoctrination, rhetorical conviction, and American idealism. By design, students will read and analyze through a lens of social criticism understanding the deeper impact that all forms of literature have upon our collective cultural identity.

Students are expected to research and read independently as well as collaborate and contribute to discussion. Practices of close reading and Socratic seminars provide an opportunity for students to construct logical arguments and evaluate validity of sources. Synthesis of research and organization are skills essential to this course. A variety of writing formats including journals, formal academic papers, reflections, and Document-Based Questions require students to practice and recognize the importance of form and purpose in composition.

As citizens of a changing world where communication is both complicated and enhanced by technology, students will be expected to hone public speaking skills and techniques. Ultimately, students will incorporate communication and reading skills learned throughout the course to their independent studies in service learning. Conversely, they will use that real world knowledge to inform their perspective of the American social experience as they relate to poetry and prose.

## COURSE SUMMARY

### 221350: HONORS AMERICAN LITERATURE AND RESEARCH SEMINAR

#### COURSE GOALS

- CG1: Students will be able to defend arguments through speech and rhetoric in order to communicate effectively in a variety of formats and to diverse audiences.
- CG2: Students will be able to effectively conduct research in order to evaluate and investigate literary and historical documents in order to think critically and apply understanding to current issues and events.
- CG3: Students will be able to draw conclusions regarding societal constraints on the individual so that they can be involved citizens as well as informed and engaged individuals and participatory members of society.

COURSE ENDURING UNDERSTANDINGS	COURSE ESSENTIAL QUESTIONS
CEU1: Rhetorical form strengthens or weakens an argument.	CEQ1a: How does rhetoric impact the validity of an argument? CEQ1b: Is manipulation necessary in developing an argument?
CEU2: Gathering and examination of the validity of sources is necessary in order to effectively research a topic.	CEQ2a: What makes a source valid? CEQ2b: How can historical and literary documents strengthen research and the development of a thesis?
CEU3: Societal institutions, such as but not limited to race, class, and gender, impact an individual's role in and perspective of society.	CEQ3a: How does society impact the individual? CEQ3b: How do gender, race, and class alter perspective?

UNIT GOALS & PACING		
UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
<a href="#">1: Voices in the Dark</a>	LG1: Students will be able to analyze the impact of race, gender, and class on the individual in different periods of history and in current events. LG2: Students will be able to synthesize research findings that focus on the individual's plight depending upon his or her role within society.	10-12 weeks
<a href="#">2: One Nation Under God</a>	LG1: Students will be able to analyze the impact of a time period's religious beliefs on that period's literature. LG2: Students will be able to analyze the multiple perspectives of religious criticism as it reflects historical and/or contemporary communities.	8-10 weeks
<a href="#">3: I Have a Dream</a>	LG1: Students will be able to examine and use rhetoric in order to explain and examine our values. LG2: Students will be able to design an argument that effectively uses rhetoric to persuade an audience.	8-10 weeks
<a href="#">4: A House, a Dog, and a White Picket Fence</a>	LG1: Students will be able to gather research in order to illustrate the establishment of the American dream as well as its disillusionment. LG2: Students will compare and contrast the realities of American history to the portrayal of American society through the lens of literature.	8-10 weeks

**HONORS AMERICAN LITERATURE AND RESEARCH SEMINAR****UNIT 1: VOICES IN THE DARK****SUGGESTED DURATION: 10-12 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

LG1: Through synthesizing research, students will be able to analyze the impact of race, gender and class on the plight of the individual in different periods of history in order to understand how oppression impacts humanity and affects contemporary society.

LG2: Through inference and application, students will advance proficiency of word choice and practice through applicable written and oral communication.

**UNIT LEARNING SCALE**

4	In addition to level 3 understanding, students will develop a comprehensive vocabulary by independently verifying the meaning of words in context. They will demonstrate in depth inferences and applications that go beyond the lesson.
3	Students will verify the preliminary determination of the meaning of both academic and contextual vocabulary and demonstrate independence in gathering vocabulary knowledge when considering the importance of a word or phrase.
2	Students struggle to verify the preliminary determination of the meaning of both academic and contextual vocabulary and cannot independently analyze the importance of a word or phrase
1	The student has not thought about or cannot articulate the definition or significance of contextual or academic vocabulary.
0	Even with help, the student cannot articulate the definition or significance of contextual or academic vocabulary.

**UNIT LEARNING SCALE**

4	In addition to level 3 understanding, students will extend understanding by effectively teaching their peers and applying knowledge to modern experience.
3	Students can identify the impacts of society on the role of the individual and independently gather research to illustrate its manifestation or recognize valid sources. When completing their DBQ, students will gather research that analyzes the impact of gender, class, and race as well as articulate that understanding through effective DBQ and seminar discussion.
2	Students can identify some of the impacts of society on the role of the individual, but cannot independently gather research to illustrate its manifestation or recognize valid sources. Students struggle to articulate through document analysis.
1	The student has not thought about or cannot articulate the impact of gender and class on the individual w/in society
0	Even with help, the student does not exhibit understanding of evaluative research or understand the impact of gender and class on the individual. The student is unable to demonstrate understanding through a DBQ.

**ENDURING UNDERSTANDINGS**

EU1: Research supports that identity of gender or race, throughout the course of history, has affected opportunities and perspectives.

**ESSENTIAL QUESTIONS**

EQ1a: How are the roles of men and women different in society and reflected in literature?  
 EQ1b: Statistically or analytically speaking, how are male and female perspectives different?  
 EQ1c: How do social class and race hinder or help those born into either?  
 EQ1d: Does research support the literary ideal that people transcend their environment and shape their own destinies?

## COMMON CORE STANDARDS

9-10.RL.3: Analyze how complex characters (e.g., those with multiple or CONFLICTING motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

9-10.RL.10: By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

9-10.RI.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the RESEARCH question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.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.

9-10.SL.1: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

9-10.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.


## COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 LG2 EU1 EQ1a-c 9.10.L3 9-10. W.7 9-10.SL.1a	#1: Students will work collaboratively to research the impact of race, gender, and class through the literature studied and will find historical parallels. Students will present their findings to the class. The class will discuss the accuracy of their research.
LG1 LG2 EU1 EQ1a-d 9-10.W.7, 8 9-10.SL.1a 9-10.RI.7	#2: Students will work in groups using the time period(s) researched (Common Assessment #1) to create a DBQ that will analyze commonalities and present causes/resolution of oppression. The DBQ created will include a minimum of six researched selections in both traditional and multimedia formats which incorporate the historical research and analyze the accuracy in light of the selected literary piece. Additionally, students will be responsible for responding to their own DBQ through standard DBQ format and AP and style conventions.







## LITERATURE OPTIONS

TITLE and AUTHOR (or translator)	LEXILE LEVEL	ISBN
<i>Sport of the Gods</i> by Paul Lawrence Dunbar	520L	978-1458703460
"Hills Like White Elephants" by Ernest Hemingway	730L	978-0684843322
"Paul's Case" by Willa Cather	1010L	978-0486290577
"I Know Why the Caged Bird Sings" by Maya Angelou	1070L	978-0345514400
<i>The Help</i> by Katherine Stockett	1240L	978-0399155345
"Yellow Wallpaper" by Charlotte Perkins Gilman and companion piece "Why I Wrote the Yellow Wallpaper"	1250L 1390L	978-0143105855 <a href="http://www.library.csi.cuny.edu/dept/history/lavender/whyyw.html">http://www.library.csi.cuny.edu/dept/history/lavender/whyyw.html</a>
<i>Nickel and Dime: On Not Getting By in America</i> by Barbara Ehrenreich	1330L	978-0312626686
<i>The Last of the Mohicans</i> by James Fenimore Cooper	1350L	978-0553213294
"The Story of an Hour" by Kate Chopin	1450L	<i>Prentice Hall: The American Experience</i> or online
<i>Quicksand and Passing</i> by Nella Larsen	1670L	978-1604599923
"Caged Bird" by Paul Lawrence Dunbar	n/a – non prose	<a href="http://www.poetryfoundation.org/poem/178948">http://www.poetryfoundation.org/poem/178948</a>
"Let America be America Again" by Langston Hughes	n/a – non prose	<a href="http://www.poets.org/viewmedia.php/prmMID/15609">http://www.poets.org/viewmedia.php/prmMID/15609</a>
"Kitchen Maid with Supper at Emmaus, or The Mulata" by Natasha Tretheway	n/a – non prose	<a href="http://www.poets.org/viewmedia.php/prmMID/22865">http://www.poets.org/viewmedia.php/prmMID/22865</a>
"Douglass" and "We Wear the Mask" by Paul Laurence Dunbar	n/a – non prose	<i>Prentice Hall: The American Experience</i> or online
Selections from <i>The American Spirit</i> , Eleventh Edition Volume I	n/a – non prose	978-0-618-50867-9

## SUGGESTED STRATEGIES





ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Text Annotation Stations: students should bring their copy/book with them to each station set up around the room. Students will re-examine the text for specific teacher-determined focus tasks. Example: metaphors, allusions, pattern deviation, essential vocabulary words.</p> <p> Assign a list of focal points for individual or groups of students based on their ability levels.</p>	<p>Literary terms including but not limited to: metaphors, allusions, pattern deviation, etc.</p> <p>DOK 1</p>	<ul style="list-style-type: none"> <li>Analyze the cumulative impact of specific word choices on meaning or tone</li> <li>Determine the figurative and connotative meanings of words and phrases as they are used in the text</li> </ul> <p>DOK 2, 3</p>

## SUGGESTED STRATEGIES




ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Have students follow assigned/selected characters from novels/short stories with multiple perspectives/narratives. Students should be able to comment on a particular event and point of view: first, second, third, limited, and omniscient. Explain how characters motivations/ traits affect the plot. Dialogue/discuss how the story is affected by point of view.</p> <p> Allow students to choose characters they can identify with. Assign higher achieving students dynamic characters and lower-achieving students static characters.</p> <p> Possible opportunity for presentation (in-person or technological presentation using sites such as Voki/Toontastic) of an individual perspective—students may create Twitter/blog feeds for assigned characters and interact as such through the progression of the work.</p>	<p>Point of view: first, second, third, limited, and omniscient</p> <p>DOK 1</p>	<p>Explain how characters motivations/ traits affect the plot</p> <p>DOK 2</p>
<p>Students should select and research a well-developed villain that appears in some form of media and draw connections between their chosen selection and the literary parallel (ex: the misfit), highlighting how empathy is generated through characterization.</p> <p> Have students work in groups instead of independently in order to manage groups based on ability levels or strengths. Break down roles providing options for just research or just presentation of findings.</p> <p> Illustrative presentation utilizing services such as Toontastic or Popplet</p>	<p>Literary Resource Center Villain/antagonist Characterization</p> <p>DOK 1</p>	<ul style="list-style-type: none"> <li>• Describe the conflicts and motivations in characters</li> <li>• Identify short and sustained research topics and multiple resources on the subject</li> <li>• Synthesize information from multiple sources</li> </ul> <p>DOK 2, 3, 4</p>
<p>During/after reading <i>Quicksand and Passing</i>, students should research and read about accompanying non-fiction pieces on thematically-related current events (in publications such as <i>Time</i> and the <i>New York Times</i>) and present/discuss in small groups how the cultural conflicts of the class system in America have changed in the 20th and 21st centuries.</p> <p> Assign articles based on ability level. Group students by varying levels within each group and assign appropriate roles.</p> <p> Use social bookmarking sites such as Diigo to link related articles.</p>	<p>Searching and accessing Literary Resource center articles Locating credible sources Acquiring bibliographic materials</p> <p>DOK 2</p>	<ul style="list-style-type: none"> <li>• Determine emphasized details in various accounts of a subject expressed in different mediums</li> <li>• Evaluate argument or specific claims in a text</li> <li>• Conduct short and sustained research to answer a question or solve a problem</li> </ul> <p>DOK 3, 4</p>



## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students will critically read and annotate “The Yellow Wallpaper,” examining the narrative for elements of Realism/Naturalism. They should (before or during) research attitudes towards women and birth in the 20th century using the online history databases available through online media center access. Discuss how the role of women was diminished because of the perception that they were bearers/caretakers of children. Comparing studies to today, how has our culture shifted its thinking?</p> <p> Break down roles providing options for just research or just presentation of findings, based on strengths of students (or allow students to choose their roles).</p>	<p>Realism Naturalism Characterization</p> <p>DOK 1</p>	<ul style="list-style-type: none"> <li>• Synthesize information from multiple sources</li> <li>• Interpret how the text supports key ideas or themes with specific details</li> <li>• Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts</li> </ul> <p>DOK 3, 4</p>
<p>Students will read and annotate “Paul’s Case,” highlighting the conflict between Pittsburg and New York City. Students should read and annotate, paying particular attention to colors. If possible, they should mark the copy with crayons/color pencils to visually pattern Cather’s depiction of a young man’s struggle.</p> <p> Provide an alternative assignment for students to research the cities during the time period and provide a background lesson before reading.</p>	<p>Realism Naturalism Allusion Symbolism Metaphor &amp; simile Characterization Plot</p> <p>DOK 1</p>	<p>Analyze the cumulative impact of specific word choices on meaning or tone</p> <p>DOK 3</p>
<p>Students should research the role of women in Victorian America. Students should read and annotate the text focusing on Chopin’s attitude toward marriage. Students should discuss the role of marriage in this story and how Cather allows us to sympathize (or not) with Louise. Extend lesson by researching the role of marriage and oppression in other countries (including but not limited to bride burning in India, arranged marriages in various cultures, modern marriage in America, etc.).</p> <p> Break down roles providing options for just research or just presentation of findings.</p> <p> Use online databases to access articles.</p>	<p>Verbal, dramatic, situational irony</p> <p>DOK 1</p>	<ul style="list-style-type: none"> <li>• Cite details or examples of the point of view or cultural experience</li> <li>• Examine the relationships of the point of view or cultural experience with those of other cultures as read in texts from outside the U.S.</li> <li>• Analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature</li> </ul> <p>DOK 2, 3</p>

## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Read and annotate Dunbar’s “We Wear the Mask” and focus on the use of the mask as a metaphor. Close-reading questions: What, socially, culturally, or racially is Dunbar hiding? Who does the mask hide him from? Who does the mask hide from him? In our society today, are there people who wear masks?</p> <p> Provide an alternative assignment for students to make a mask indicative of some sort of oppression and present their masks to the class explaining the symbolic representations.</p>	<p>Poetic meter Lyric poem Dialect Extended metaphor</p> <p>DOK 1</p>	<p>Compose an objective summary of the text that includes how the central theme emerges, is shaped and refined by specific details</p> <p>DOK 3</p>
<p>Students may read and annotate any individual or combination of short stories with a focus on characterization and dialogue. How does the author elicit sympathy for the oppressed? In what way do the authors highlight awareness of conflict?</p> <p> Allow students to choose characters they can identify with. Assign higher achieving students dynamic characters and lower-achieving students static characters.</p>	<p>Characterization Dialogue Conflict</p> <p>DOK 1</p>	<ul style="list-style-type: none"> <li>• Draw inferences from the text in order to understand how textual analysis is developed</li> <li>• Analyze how an author’s choice of plot structure, order of events or manipulation</li> </ul> <p>DOK 3</p>
<p>Students will read the article “Nickel and Dime” and respond in journal format about Ehrenreich’s world and their own personal experiences. This opportunity to reflect will allow them to understand the socio-economic experiences of Americans are diverse.</p> <p> Journal entries could be opened up to poetry and artwork, not just prose.</p>	<p>Journal Quote analysis Socio-economic</p> <p>DOK 1, 2</p>	<p>Analyze how an author uses a portion of the text to develop or refine an idea or claim</p> <p>DOK 3</p>
<p>After reading “Hills Like White Elephants,” students will be broken into two groups and will be given two different definitions of white elephants. Students will read the text again considering their definition. Students will then share their finding by pairing up with members of the opposite group and process and communicate their interpretations.</p>	<p>Close reading Setting Symbolism Gender roles Cultural stereotypes</p> <p>DOK 1</p>	<p>Process and communicate an author’s meaning considering two different perspectives and approaches</p> <p>DOK 4</p>

**HONORS AMERICAN LITERATURE AND RESEARCH SEMINAR**  
**UNIT 2: ONE NATION UNDER GOD**

**SUGGESTED DURATION: 8-10 WEEKS**

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

LG1: Students will be able to analyze the impact of a time period’s religious beliefs on that period’s literature.

LG2: Students will be able to analyze the multiple perspectives of religious criticism as it reflects historical and/or contemporary communities.

**UNIT LEARNING SCALE**

4	In addition to level 3 understanding, students will develop a comprehensive vocabulary by independently verifying the meaning of words in context. They will demonstrate in depth inferences and applications that go beyond the lesson.
3	Students will verify the preliminary determination of the meaning of both academic and contextual vocabulary and demonstrate independence in gathering vocabulary knowledge when considering the importance of a word or phrase.
2	Students struggle to verify the preliminary determination of the meaning of both academic and contextual vocabulary and cannot independently analyze the importance of a word or phrase
1	The student has not thought about or cannot articulate the definition or significance of contextual or academic vocabulary.
0	Even with help, the student cannot articulate the definition or significance of contextual or academic vocabulary.

**UNIT LEARNING SCALE**

4	In addition to level 3 understanding, students will extend analysis by effectively teaching their peers and applying knowledge to modern experience.
3	Students can identify the impact of religion on society and independently gather research to illustrate its manifestation within American Literature. Students will demonstrate evaluative research in order to analyze how literature is shaped by social commentary and religious beliefs and create an effective DBQ to reflect their understanding.
2	Students can identify some of the impacts of religion on society, but cannot independently gather research to illustrate its manifestation within American Literature
1	The student has not thought about or cannot articulate the role of religion or presence of social commentary within American Literature.
0	Even with help, the student does not exhibit understanding of evaluative research or understand the role of religion on American Literature. The student is unable to demonstrate understanding through a DBQ.

**ENDURING UNDERSTANDINGS**

EU1: Religious beliefs can shape and affect literature.  
 EU2: Authors use literature as a means to criticize and reflect on their society.

**ESSENTIAL QUESTIONS**

EQ1: How does religion influence the literature of its time period?  
 EQ2: How do authors use literature as a means of social commentary?

## COMMON CORE STANDARDS

9-10.RL.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

9-10.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

9-10.RI.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

9-10.W.7: Conduct short as well as more sustained RESEARCH projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.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.

9-10.SL.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other RESEARCH on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

9-10.SL.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

## COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1, 2 EU1, 2 EQ1, 2 9.10.L.3 9-10. W.7 9-10.SL.1a	#1: Students will work collaboratively to research the impact of religion on historical and contemporary communities through the literature. Students will present their findings to the class. The class will discuss the accuracy of their research.
LG1, 2 EU1, 2 EQ1, 2 9.10.L.3, 4 9-10. W.7, 8 9-10.SL.1a, 2	#2: Analyze systems and circumstances that guide personal, social, and moral principles. Generate a DBQ that incorporates the historical research (minimum of six pieces) and analyzes the accuracy in light of the selected literary work from the unit. Additionally, students will be responsible for responding to their own DBQ through standard DBQ format and AP and style conventions.







## LITERATURE OPTIONS

TITLE and AUTHOR (or translator)	LEXILE LEVEL	ISBN
<i>The Mayflower Compact-1620</i>	890L	<a href="http://www.let.rug.nl/usa/documents/1600-1650/mayflower-compact-1620.php">http://www.let.rug.nl/usa/documents/1600-1650/mayflower-compact-1620.php</a>
"Teddy" by JD Salinger	1270L	978-0316769501
"A Good Man is Hard to Find" and "Good Country People" by Flannery O'Connor	1320L	978-0156364652
Excerpts "Self-Reliance" and "Nature" by Ralph Waldo Emerson	1320L	Prentice Hall: <i>The American Experience</i> or online at emersoncentral.com
"Young Goodman Brown" and "The Minister's Black Veil" by Nathaniel Hawthorne	1340L	Prentice Hall: <i>The American Experience</i> or online
<i>The Scarlet Letter</i> by Nathaniel Hawthorne	1340L	9788886853149
<i>Walden</i> by Henry David Thoreau	1340L	Prentice Hall: <i>The American Experience</i> or online
United States Constitution: First Amendment	1540L	<a href="http://constitutionus.com/">http://constitutionus.com/</a>
Testimony from the Salem Witch Trials	n/a – non prose	<a href="http://salem.lib.virginia.edu/home.html">http://salem.lib.virginia.edu/home.html</a>
<i>The Crucible</i> by Arthur Miller	n/a – non prose	0-14-048138-9
"With God on Our Side" by Bob Dylan	n/a – non prose	<a href="http://www.bobdylan.com/us/songs/god-our-side">http://www.bobdylan.com/us/songs/god-our-side</a>
Selections from <i>The American Spirit Eleventh Edition Volume I</i>	n/a	978-0-618-50867-9
Maryland Act of Toleration of 1649	n/a	<a href="http://www.let.rug.nl/usa/documents/1600-1650/the-maryland-toleration-act-1649.php">http://www.let.rug.nl/usa/documents/1600-1650/the-maryland-toleration-act-1649.php</a>
Virginia Statute for Religious Freedom	n/a	<a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=1357">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=1357</a>
<i>A Mirror for Witches</i> by Ester Forbes	n/a	0-89733-154-0







## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students may read and annotate any individual or combination of works with a focus on social criticism and religious conflict or characterization and dialogue. How does the author highlight awareness of conflict?	Characterization Dialogue Conflict  DOK 1	<ul style="list-style-type: none"> <li>• Draw inferences from the text in order to understand how textual analysis is developed</li> <li>• Analyze how an author's choice of plot structure, order of events or manipulation</li> </ul> DOK 3

## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>While reading <i>The Crucible</i>, students will focus on the characters of John Proctor, Abigail Williams, Judge Danforth, Mary Warren, and Reverend Hale as representative of different aspects of American ideals. While reading, students will present scenes dramatically to better understand the tension present on stage.</p> <p> Students can engage in jig-saw discussion to review, process, and transfer elements of plot and characterization as part of comprehension. Students can use double- and triple-entry journals to generate a comparison between the text of the play and the non-fiction articles/information about McCarthyism/ Puritan oppression and hysteria in order to better understand Miller's deliberate decision to carry out the conflict of 1950's America in seventeenth century New England.</p> <p> Students will take/view the interactive Witch Trial on the National Geographic web site.</p>	<p>Characterization Setting/stage Antecedent action Dramatic irony Stage directions McCarthyism Allusion Simile &amp; metaphor Situational irony Verbal irony</p> <p>DOK 1</p>	<ul style="list-style-type: none"> <li>Analyze how the characters' conflicts, motivations, and interactions advance the plot of theme</li> <li>Cite strong and thorough textual evidence to support the text (explicit and inferred)</li> <li>Compare and contrast the treatment of similar themes or topics from two or more texts</li> </ul> <p>DOK 3, 4</p>
<p>Students will annotate "Why I Wrote The Crucible," highlighting the individual motives that Miller cites. Students will read and locate evidence of those listed behaviors/ social issues in either/or Hughes testimony to the HUAAC and testimony from the witch trials.</p> <p> Higher achieving students can pick a selection from the text that parallels the ideas of the influence of the piece and write their own version of "Why I wrote..."</p>	<p>HUACC McCarthyism Blacklisting Literary censorship</p> <p>DOK 1, 2</p>	<p>Analyze how an author uses a portion of the text to develop or refine an idea or a claim</p> <p>DOK 3</p>
<p>As they read <i>The Night Thoreau Spent in Jail</i>, students will use triple-entry journals in order to react and respond to the text of the play in relation to Thoreau's idealism and transcendentalism.</p> <p> The journals could be 1-play text/2-Thoreau text/3-reaction or 1-play text/2-student response/3-peer response. Additionally, students could read/locate contemporary articles about technology or other relevant themes and draft an editorial in the voice of Thoreau using text from the play as evidence.</p> <p> Use Diigo to bookmark/share article.</p>	<p>Conventions of drama Transcendentalism</p> <p>DOK 1, 2</p>	<p>Select an organizational structure that establishes clear relationships among claims, and counterclaims, reasons, and evidence</p> <p>DOK 3</p>
<p>While reading "Teddy," take notes on any commentary about Teddy's parents as typical Americans. Apply Teddy's philosophy of "apple eaters" to their behavior. Is Teddy's (Booper's) death a fall from grace or a meditation? In America, do we worship things? I</p> <p> Groups can me made according to ability levels pairing higher achieving with lower achieving students.</p>	<p>Characterization Allusion</p> <p>DOK 1</p>	<p>Describe the conflicts and motivations in characters</p> <p>DOK 2</p>

## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Using Twain's "The War Prayer" and Dylan's "With God on our Side," students compare and contrast the thematic connection between Twain's bitterness and Dylan's cynicism regarding righteousness in the name of religious belief.</p> <p> Assign roles within the groups to help differentiate. Some students could simply be asked to highlight key words, while other students could be asked to highlight lines that convey theme.</p>	<p>Tone Sarcasm Criticism War protest</p> <p>DOK 1</p>	<p>Evaluate the outcome of a scene or subject in two different mediums</p> <p>DOK 4</p>
<p>In reading Gothic texts including <i>The Scarlet Letter</i>, "The Minister's Black Veil", and "Young Goodman Brown", students will evaluate the gothic elements and religious symbolism that carries the allegorical message.</p> <p> Students could be given the option to explore other gothic genres such as poetry or film.</p> <p> Popplet organizer; Voki character presentation</p>	<p>Allegory Gothic elements: remote setting, psychological torment, physical violence, supernatural Allusion</p> <p>DOK 1, 2</p>	<p>Analyze how the author uses religious and other imagery to establish a greater allegory</p> <p>DOK 3</p>
<p>Students will examine non-traditional spiritual concepts through understanding Transcendental tenets. They will compare/contrast traditional/modern spiritual philosophy from those of Emerson and Thoreau. Using current social issues, students will explore the contrast between Transcendental values and American ideals. What do modern citizens in our country revere? What, outside of god and religion, do we worship?</p> <p> Students could be offered the opportunity to explore various mediums such as artwork in order to showcase their grasp of these tenets.</p> <p> Students will use news databases to gather modern and current events for comparison.</p>	<p>Transcendentalism Self reliance Intuition</p> <p>DOK 1</p>	<p>Analyze and compare texts for philosophical/ political conflict</p> <p>DOK 3</p>
<p>Students will read and annotate any Romantic poetry that highlights spirituality including, but not limited to: "Thanatopsis" and "The First Snowfall", to critically analyze tone and attitude towards his subject. How does the poet discuss spiritual matters? What is the Romantic tradition? Cite textual evidence and highlight use of imagery to accomplish these goals.</p> <p> Higher achieving students can find contemporary poetry that still highlights aspects of Romanticism.</p>	<p>Meter Rhyme Allusion Metaphor Personification</p> <p>DOK 1</p>	<p>Select an organizational structure that establishes clear relationships among claims, and counterclaims, reasons, and evidence</p> <p>DOK 3</p>

**HONORS AMERICAN LITERATURE AND RESEARCH SEMINAR**  
**UNIT 3: I HAVE A DREAM**

**SUGGESTED DURATION: 6-8 WEEKS**

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

G1: Students will be able to examine and use rhetoric in order to explain and examine our values.

LG2: Students will be able to design an argument that effectively uses rhetoric to persuade an audience.

**UNIT LEARNING SCALE**

4	In addition to level 3 understanding, students will develop a comprehensive vocabulary by independently verifying the meaning of words in context. They will demonstrate in depth inferences and applications that go beyond the lesson.
3	Students will verify the preliminary determination of the meaning of both academic and contextual vocabulary and demonstrate independence in gathering vocabulary knowledge when considering the importance of a word or phrase.
2	Students struggle to verify the preliminary determination of the meaning of both academic and contextual vocabulary and cannot independently analyze the importance of a word or phrase
1	The student has not thought about or cannot articulate the definition or significance of contextual or academic vocabulary.
0	Even with help, the student cannot articulate the definition or significance of contextual or academic vocabulary.

**UNIT LEARNING SCALE**

4	In addition to level 3 understanding, students will extend demonstration of knowledge by effectively teaching their peers and applying analysis to modern experience.
3	Students can identify the impact of rhetorical device and independently research to illustrate its manifestation within American Literature. In addition to gathering research that analyzes the impact of rhetorical and literary device in politics and American Literature, students will create an effective DBQ and be able to communicate the purpose of analysis.
2	Students can identify some of the impacts of rhetorical device, but cannot independently research to illustrate its manifestation within American Literature. Student may not be able to articulate through document analysis.
1	The student has not thought about or cannot articulate the role of rhetoric within American Literature and culture
0	Even with help, the student does not exhibit understanding of evaluative research or understand the role of rhetoric on American Literature. The student is unable to demonstrate understanding through a DBQ.

**ENDURING UNDERSTANDINGS**

EU1: Use of rhetorical devices in speech promotes persuasion.

EU2: Incorporating research to manipulate audiences can be an effective means of persuasion.

**ESSENTIAL QUESTIONS**

EQ1: How can use of rhetorical devices strengthen or weaken an argument?

EQ2: Can an argument be made without manipulation?



## COMMON CORE STANDARDS

9-10.RL.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.

9-10.RL.3 - Analyze how complex characters (e.g., those with multiple or CONFLICTING motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

9-10.RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

9-10.RI.9 - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

9-10.W.7 - Conduct short as well as more sustained RESEARCH projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the RESEARCH question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9-10.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.

9-10.SL.1a - Come to discussions prepared, having read and RESEARCHED material under study; explicitly draw on that preparation by referring to evidence from texts and other RESEARCH on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

9-10.SL.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.



## COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1, 2 EU1, EU2 EQ1, 2 9-10.W.7, 8 9-10.SL.1a	#1: Students will write and present a persuasive speech that deals with controversial issue. Students will incorporate research and will use rhetorical devices to strengthen the validity of the argument
LG1 EU1, EU2 EQ1, 2 9-10.W.7, 8, 10 9-10.SL.1a 9-10.RI.9	#2: Students will analyze the effects of persuasion within media by generating a DBQ that incorporates research (minimum of 6 pieces) and analyzes the effects of persuasive techniques within media in both the past and the present. Additionally, students will be responsible for responding to their own DBQ through standard DBQ format and College Board conventions.








## LITERATURE OPTIONS

TITLE and AUTHOR (or translator)	LEXILE LEVEL	ISBN
"The Crisis" by Thomas Paine	840L	<i>Prentice Hall: The American Experience</i>
Lincoln-Douglas Debates	890L	<a href="http://www.ushistory.org/us/32b.asp">http://www.ushistory.org/us/32b.asp</a>
"Address to the Democratic Convention 2000" by Bill Clinton	900L	<a href="http://www.pbs.org/newshour/bb/politics/july-dec00/clinton.html">http://www.pbs.org/newshour/bb/politics/july-dec00/clinton.html</a>
The Missouri Compromise	910L	<a href="http://www.ushistory.org/us/23c.asp">http://www.ushistory.org/us/23c.asp</a>
The Monroe Doctrine	1020L	<a href="http://www.ushistory.org/documents/monroe.htm">http://www.ushistory.org/documents/monroe.htm</a>
<i>Snow Falling on Cedars</i> by David Guterson	1080L	9781417560141
"I Have a Dream" by Dr. Martin Luther King Jr.	1100L	<a href="http://www.americanrhetoric.com/speeches/mlkhaveadream.htm">http://www.americanrhetoric.com/speeches/mlkhaveadream.htm</a> (text and audio)
"Women's Rights are Human Rights" by Hilary Clinton	1240L	<a href="http://www.americanrhetoric.com/speeches/hillaryclintonbeijingspeech.htm">http://www.americanrhetoric.com/speeches/hillaryclintonbeijingspeech.htm</a> (text and video)
"Civil Disobedience" by Henry David Thoreau	1240L	<i>Prentice Hall: The American Experience</i> or online
"Speech in the Virginia Convention" by Patrick Henry	1300L	<i>Prentice Hall: The American Experience</i>
40 Motivational Speeches in Two Minutes	n/a – video	<a href="http://www.youtube.com/watch?v=d6wRkzCW5qI">http://www.youtube.com/watch?v=d6wRkzCW5qI</a>
"If You Let Me Play Sports" (Nike Commercial)	n/a – video	<a href="http://www.youtube.com/watch?v=AQ_XSHplbZE">http://www.youtube.com/watch?v=AQ_XSHplbZE</a>
Articles from the <i>New York Times</i> and other publications	n/a – non prose	<a href="http://www.nytimes.com">www.nytimes.com</a>
Selections from <i>The American Spirit</i> Eleventh Edition Volume I	n/a	978-0-618-50867-9
<i>The Federalist Papers</i> by Alexander Hamilton	n/a	<a href="http://www.let.rug.nl/usa/documents/1786-1800/the-federalist-papers/">http://www.let.rug.nl/usa/documents/1786-1800/the-federalist-papers/</a>
Compromise of 1850	n/a	<a href="http://www.loc.gov/rr/program/bib/ourdocs/Compromise1850.html">http://www.loc.gov/rr/program/bib/ourdocs/Compromise1850.html</a>




## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Have students research major historical protest movements from the last 150 years. Students will compose an analytical essay in which they compare the themes of government and nonviolence to those in "Civil Disobedience." Students will analyze the major metaphors of Thoreau's readings as they apply to social change.</p> <p> The teacher can choose to have students work in groups to compare their notes before beginning the essay based on ability level, or the teacher can assign different topics to the students based on their interests or strengths. An alternative to the assignment can also be to assign the essay as a timed writing; then break the students into groups based on ability level and have them use their essays to write a group essay on the topic.</p> <p> News databases to access resources</p>	<p>Analytical essay Protest Nonviolence Government Democracy</p> <p>DOK 1</p>	<ul style="list-style-type: none"> <li>• Compare and contrast the treatment of similar themes or topics (theme) from two different pieces</li> <li>• Construct an analytical essay comparing and contrasting the role of government and its implementation</li> </ul> <p>DOK 2, 3</p>

## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Divide the class into two groups. Assign half Antony's speech and half Brutus' speech from <i>Julius Caesar</i>. Students will have to read the speech assigned and outline the argument and devices used. Then bring the class together to discuss the effectiveness of each speech as well as an evaluation of which was more persuasive and why.</p> <p> Break down the roles for students within each group, give more literal students the task of highlighting all repetition (for example) and higher achieving students the task of identifying examples of understatement (where more inference is required). As a follow-up, you can have the class find a contemporary political speech to compare/contrast to one of the two from Caesar. Class could have a discussion using their speeches.</p> <p> Teacher can give students options of branching out to find speeches that are not just political in nature to peak interest.</p>	<p>Anaphora Understatement Ethos/pathos/logos Antithesis Parallelism Rhetorical question Extended metaphor Logical fallacy Bandwagon appeal</p> <p>DOK 1, 2</p>	<ul style="list-style-type: none"> <li>Analyze how an author uses a portion of the text to develop or refine an idea or claim</li> <li>Evaluate an argument through assessment of rhetorical device</li> </ul> <p>DOK 3, 4</p>
<p>Brainstorm controversial topics as a class; have students pick sides to prepare for a debate. Students should find research in addition to the literary piece to support their argument. Provide class time for an actual debate using their findings.</p> <p> Assign student roles based on strengths, or pair weaker students with stronger ones in order to facilitate the learning process. (Example roles: facilitator, opening argument, closing argument.)</p> <p> Educreations presentation on elements of arguments</p>	<p>Persuasive argument Evidence for argument Research and citation</p> <p>DOK 1, 2</p>	<ul style="list-style-type: none"> <li>Analyze how an author uses a portion of the text to develop or refine an idea or claim</li> <li>Gather research on a topic and consider the validity of the source</li> </ul> <p>DOK 3</p>
<p>Have students bring in an advertisement to class. Students will have to give a written or an oral explanation of what techniques the advertisement uses in its appeal.</p> <p> Students can choose to provide a clip, use a magazine advertisement or create their own advertisement based on an idea for a product.</p>	<p>Ethos/pathos/logos Persuasive techniques</p> <p>DOK 1, 2</p>	<ul style="list-style-type: none"> <li>Analyze persuasive techniques in advertisement by examining emotional appeal</li> <li>Analyze the cumulative impact of word choices on meaning or tone</li> </ul> <p>DOK 3</p>
<p> Students will research a topic based on of the speeches covered in class, and will compare their findings to those on Wikipedia. Students will print the original page, edit the Wikipedia entry incorporating their research and print it to showcases their additions.</p> <p> Students can work in groups and use electronic peer-feedback in order to edit entries and evaluate research validity as a group rather than individually.</p>	<p>Research Validity of sources Evidence for an argument</p> <p>DOK 2</p>	<ul style="list-style-type: none"> <li>Compare research and validity of sources</li> <li>Edit an existing source by incorporating research</li> </ul> <p>DOK 2, 3</p>

## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
 <p>Students can use Purdue OWL (Online Writing Lab) to complete exercises on writing and grammar. This will allow for differentiated instruction and students to work on mastering individualized areas of difficulty.</p>	<p>Grammar and usage DOK 2</p>	<p>Work independently with interactive web sites that allow students to hone writing and grammar skills  DOK 2</p>
<p>View Nike commercial “If You Let Me Play” Students examine the commercial for elements of ethos, pathos and logos. Have students write down a list of images as and verbal messages that are presented within in.</p>  <p>Break class into groups by ethos, pathos and logos. Assign the higher achieving students to Logos, to determine validity of reasoning and illogical fallacy. Assign mid-level students to Pathos, to determine the inference of emotional appeal. Assign the lowest achieving to Ethos, the dependence on speaker, which is the most literal in nature.</p>	<p>Ethos/pathos/logos Persuasive techniques  DOK 1, 2</p>	<p>Interpret what elements are used in advertising to persuade and articulate these techniques through both writing and discussion  DOK 3</p>
<p>Text Annotation Stations: students should bring their copy/book with them to each station set up around the room. Different highlighters are provided where the students will re-examine the text for specific teacher-determined focus tasks. Example: metaphors, allusions, pattern deviation, essential vocabulary words.</p>  <p>Assign a list of focal points for individual or groups of students based on their ability levels.</p>	<p>Literary terms including but not limited to: metaphors, allusions, pattern deviation, parallelism, anaphora, antithesis, ethos, pathos, logos, synonym  DOK 1</p>	<ul style="list-style-type: none"> <li>• Analyze the cumulative impact of specific word choices on meaning or tone</li> <li>• Determine the figurative and connotative meanings of words and phrases as they are used in the text</li> </ul> <p>DOK 3</p>

**HONORS AMERICAN LITERATURE AND RESEARCH SEMINAR**  
**UNIT 4: A HOUSE, A DOG, AND A WHITE PICKET FENCE**

**SUGGESTED DURATION: 8-10 WEEKS**

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

LG1: Students will be able to gather research in order to illustrate the establishment of the American dream as well as its disillusionment.

LG2: Students will compare and contrast the realities of American history to the portrayal of American society through the lens of literature.

**UNIT LEARNING SCALE**

4	In addition to level 3 understanding, students will develop a comprehensive vocabulary by independently verifying the meaning of words in context. They will demonstrate in depth inferences and applications that go beyond the lesson.
3	Students will verify the preliminary determination of the meaning of both academic and contextual vocabulary and demonstrate independence in gathering vocabulary knowledge when considering the importance of a word or phrase.
2	Students struggle to verify the preliminary determination of the meaning of both academic and contextual vocabulary and cannot independently analyze the importance of a word or phrase
1	The student has not thought about or cannot articulate the definition or significance of contextual or academic vocabulary.
0	Even with help, the student cannot articulate the definition or significance of contextual or academic vocabulary.

**UNIT LEARNING SCALE**

4	In addition to level 3 understanding, students will extend demonstration of knowledge by effectively teaching their peers and applying analysis to modern experience.
3	Students can identify the impacts of American idealism on society and independently gather research to illustrate its manifestation within American Literature. In addition to gathering research that analyzes the impact of the American Dream on American culture, students will create an effective DBQ and be able to communicate the purpose of analysis.
2	Students can identify some of the impacts of American idealism on society, but cannot independently gather research to illustrate its manifestation within American Literature. Students struggle to articulate through document analysis.
1	The student has not thought about or cannot articulate the role of the American ideal or presence of disillusionment within American Literature.
0	Even with help, the student does not exhibit understanding of evaluative research or understand the role of idealism on American Literature. The student is unable to demonstrate understanding through a DBQ.

**ENDURING UNDERSTANDINGS**

EU1: Researching and comparing texts/accounts about American society encourages students to think analytically about the reality and myth of the American dream.

EU2: The realities presented in society are sometimes distorted.

**ESSENTIAL QUESTIONS**

EQ1a: Is the American Dream possible today as it was for those in the past?

EQ1b: What defines the American Dream?

EQ2: Where is the line between reality and idealism in America drawn?

## COMMON CORE STANDARDS

- 9-10.RL.3: Analyze how complex characters (e.g., those with multiple or CONFLICTING motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- 9-10.RL.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.
- 9-10.RI.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.
- 9-10.RI.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- 9-10.RI.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
- 9-10.W.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- 9-10.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-10.W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-10.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.
- 9-10.SL.1a: Come to discussions prepared, having read and RESEARCHED material under study; explicitly draw on that preparation by referring to evidence from texts and other RESEARCH on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- 9-10.SL.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- 9-10.SL.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 9-10.SL.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.







## COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 9-10.W.7, 8 9-10.SL.1a	#1: Students will complete a research paper based on one of the 3 themes for the previous units and DBQs. They will incorporate standard conventions of MLA citation and format.
LG 1, LG2 EU1, 2 EQ1 a,b; 2 9-10.W.7, 8, 10 9-10.SL.1a 9-10.RI.9	#2: Students will analyze the effects of The American Dream on society by generating a DBQ that incorporates research (minimum of 6 pieces) and analyzes the effects of the American Dream or its disillusionment in both the past and the present. Additionally, students will be responsible for responding to their own DBQ through standard DBQ format and College Board conventions.

## LITERATURE OPTIONS






TITLE and AUTHOR (or translator)	LEXILE LEVEL	ISBN
<i>Of Mice and Men</i> by John Steinbeck	630L	978-1907590337
<i>Grapes of Wrath</i> by John Steinbeck	680L	978-0143039433
<i>The Glass Castle: A Memoir</i> by Jeanette Walls	1010L	9780748115563
Dred Scott v. Sanford (US Supreme Court case)	1040L	<a href="http://www.loc.gov/rr/program/bib/ourdocs/DredScott.html">http://www.loc.gov/rr/program/bib/ourdocs/DredScott.html</a>
<i>The Great Gatsby</i> by F. Scott Fitzgerald	1070L	0743273567
"Masque of the Red Death," "Hop Frog," and other short stories from Edgar Allan Poe	1350L	online
"A&P" by John Updike	1480L	<a href="http://www.tiger-town.com/whatnot/updike/">http://www.tiger-town.com/whatnot/updike/</a>
The Gettysburg Address	1480L	<a href="http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm">http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm</a>
The United States Constitution (13-15 <sup>th</sup> Amendments)	1540L	<a href="http://constitutionus.com/">http://constitutionus.com/</a>
<i>Death of a Salesman</i> by Arthur Miller	n/a – non prose	0140481346
"America" by Tony Hoagland	n/a – non prose	Online at <a href="http://www.poetry.org">www.poetry.org</a>
"America" by Richard Blanco	n/a – non prose	<a href="http://www.richard-blanco.com/city-of-a-hundredfires/america.php">http://www.richard-blanco.com/city-of-a-hundredfires/america.php</a>
"Oh Pioneers!" by Walt Whitman	n/a – non prose	online
"the Soul Selects her Own Society" and other poems by Emily Dickinson	n/a – non prose	online
"Me Up at Does" by e e cummings	n/a – non prose	Online
Selections from <i>The American Spirit</i> Eleventh Edition Volume I	n/a	978-0-618-50867-9
The Slaughterhouse Cases (US Supreme Court cases)	n/a	<a href="https://supreme.justia.com/cases/federal/us/83/36/case.html">https://supreme.justia.com/cases/federal/us/83/36/case.html</a>
Compromise of 1877	n/a	<a href="http://www.learnnc.org/lp/editions/nchist-civilwar/5470">http://www.learnnc.org/lp/editions/nchist-civilwar/5470</a>

## SUGGESTED STRATEGIES


ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Before completing chapter 1 of <i>The Great Gatsby</i>, students will complete a close reading activity on imagery. Students will be given the passage when Nick arrives at the Buchanan house and will be asked to examine pervading images in the passage. Students will then break down the passage by linking it to characterization as well as symbolism and theme.</p> <p> Options for assignment include: modeling initial descriptive passage then asking students to find a similar passage to analyze in terms of imagery.</p> <p> Students will present information via PowerPoint, Prezi or haikushare.</p>	<p>Imagery Metaphor/simile Personification Setting Characterization Theme</p> <p>DOK 1</p>	<p>Analyze use of imagery through close reading as well as its enhancement of characterization and theme</p> <p>DOK 3</p>
<p>Dialogue Activity for <i>The Great Gatsby</i>: Students will be given a list of scenes that are alluded to in the novel, but never take place within the text. Students will pair up and select one of the scenes to write. Students can then perform the scenes in class or tape them at home to be shared at a later date. Students should incorporate elements used within the novel.</p> <p> Options for assignment: Students could videotape their scenes outside of class and present them to the class. Props and staging could also be assigned to students with more creative, artistic talents.</p>	<p>Dialogue Stage direction Characterization Theme Symbolism</p> <p>DOK 1</p>	<p>Write a dialogue that reflects Fitzgerald's use of characterization, theme and symbolism by imagining a scene that is alluded to but not actually in the text</p> <p>DOK 4</p>
<p>Students can watch excerpts from the different versions of <i>The Great Gatsby</i> for a particular scene. The class can discuss the different approaches to the same scene and which was most effective and why.</p> <p> Students can be broken into small groups and given a chance to comment on each scene. Teacher will time responses and monitor groups as they share.</p>	<p>Characterization Setting Theme</p> <p>DOK 1</p>	<p>Compare different interpretations of a work and articulate aspects that lend themselves to the original text</p> <p>DOK 3</p>
<p>Give students three different sections of <i>The Great Gatsby</i> to annotate. Students will focus on symbolism and theme for all three writings. Students will then have the opportunity to peer edit their 3 completed essays and will select one to be graded by the teacher.</p> <p> Students can be given an opportunity to find their own two passages to write an essay on.</p> <p> Use Mixedink.com to collaboratively compose.</p>	<p>Symbolism Theme Setting Characterization Imagery/Figurative language Close reading</p> <p>DOK 1, 2</p>	<p>Analyze multiple reading passages and interpret their similarities and differences in relation to symbol and theme</p> <p>DOK 3</p>



## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students can read the non-fiction article “Tragedy and the Common Man” by Arthur Miller. Students should read and analyze the main ideas of the article. Their findings can then be used to facilitate a discussion about Lowman as a true “tragic hero.”</p> <p> Students can also compare Willy Lowman to other tragic heroes studied in previous works of literature (or within society).</p>	<p>Pathos Tragic hero Tragic flaw Characterization Tragedy</p> <p>DOK 1</p>	<p>Analyze how an author uses a portion of the text to develop or refine an idea or claim</p> <p>DOK 3</p>
<p>Before reading <i>Death of a Salesman</i>, students should write a journal about what profession they see themselves going into after graduation. Students should include assets that they possess that would help them in this field. This journal can be examined at the close of the unit and compared to Willy Lowman. Students should be asked about Lowman’s choice of sales as a career. What career should Willy have pursued? How do we know?</p> <p> Instead of journal format, students could research the profession and conduct an interview with someone related to the field of interest. Students could present their interviews to the class.</p> <p> On-line research Career Readiness Survey</p>	<p>Journal writing Characterization Career readiness</p> <p>DOK 1, 2</p>	<p>Evaluate skills needed for a particular field of employment and connect to characterization within drama</p> <p>DOK 3</p>
<p>Text Annotation Stations: students should bring their copy/book with them to each station set up around the room. Different highlighters are provided where the students will re-examine the text for specific teacher-determined focus tasks.</p> <p> Assign roles for the annotation based on ability level.</p>	<p>Literary terms including but not limited to: metaphors, allusions, slant rhyme</p> <p>DOK 1</p>	<ul style="list-style-type: none"> <li>Analyze the cumulative impact of specific word choices on meaning or tone</li> <li>Determine the figurative and connotative meanings of words and phrases as they are used in the text</li> </ul> <p>DOK 3</p>
<p>Have students follow assigned/selected characters from novels/short stories with multiple perspectives/narratives. Students should be able to comment on a particular event and point of view: first, second, third, limited, and omniscient. Explain how characters motivations/ traits affect the plot.</p> <p> Dialogue/discuss what/how the story is affected by point of view. Possible opportunity for presentation (in-person or technological presentation using sites) of an individual perspective.</p>	<p>Point of view: first, second, third, limited, and omniscient</p> <p>DOK 1</p>	<p>Explain how characters motivations/ traits affect the plot</p> <p>DOK 2</p>

## SUGGESTED STRATEGIES

ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
<p>Students should select and research a well-developed villain that appears in some form of media and draw connections between their chosen selection and the literary parallel (ex: the misfit), highlighting how empathy is generated through characterization.</p> <p> Students can elect to dress as a villain researched and act out a small monologue that relates to his/her villainous attributes.</p>	<p>Literary Resource Center Villain/antagonist Characterization</p> <p>DOK 1, 2</p>	<ul style="list-style-type: none"><li>• Describe the conflicts and motivations in characters</li><li>• Identify short and sustained research topics and multiple resources on the subject</li><li>• Synthesize information from multiple sources</li></ul> <p>DOK 2, 4</p>