

Ohio's Learning Standards are the defacto curriculum for ELGLISH 11 with the goal of student mastery of those Standards using multiple and varied literary/informational texts, tools, and strategies. The sequence of this older curriculum unit is NOT meant to be prescriptive. These older resources can provide multiple ideas for teaching the Standards for student mastery, but are aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests. Please DO NOT adhere to the protocols of the past reflected in these older resources where each nine-week unit culminated in a writing. Instead, reading and writing should be integrated throughout ELA instruction, and not treated as isolated activities. Students should be reading and writing routinely (daily/weekly), not just reading one novel and producing one writing per quarter. Thus, feel free to pull ideas from these older resources to help students master Standards without being caught up in having to "cover" items you find in those resources. CCS strongly encourages the implementation of a Writers/Readers Workshop model for routine reading and writing instruction which you can find out more about [HERE](#) (pages 3-4) and [HERE](#).

Contents: Grade 11 Relationship Between Place and Literature Unit

Big Question: What is the relationship between place and literature? How does literature shape or reflect society? What makes American literature American?

Fiction (6 selections)

"A Worn Path"
"The Rockpile"
"Everyday Use"

"A Rose for Emily"
"Antojos"
"Trapped in a Comic Book" (graphic literature)

Nonfiction (7 selections)

"Life in His Language"
"Ambush"
from Letter from Birmingham City Jail
"Speech in the Virginia Convention"*

from Hiroshima
"Inaugural Address of John F. Kennedy"
"Coyote v. Acme"

Poetry (9 selections)

"The Death of the Ball Turret Gunner"
"Study the Masters"
"The Century Quilt"
"Lucinda Matlock"*
"Frederick Douglass"*

"Camouflaging the Chimera"
"For My Sister Molly Who in the Fifties"
"To His Excellency, General Washington"*
"The Love Song of J. Alfred Prufrock"*

Visual Literacy

Portraits of individuals or political figures*

(*Part of the Writing Lesson)

Novel/Nonfiction (1 selection)

Teacher choice (Appendix B of Ohio's Learning Standards has an Exemplar list.)

Optional Argumentation Writing Prompts: (3 options)

-Prompt #1: After researching Gilbert Stuart's painting and Phillis Wheatley's poem on George Washington, write an essay that discusses the portrayal of George Washington and evaluates the success of the works as fitting tributes to this former U.S. President. Be sure to support your position with evidence from the texts. L2 Include opposing viewpoints.

-Prompt # 2: After analyzing the paintings and discussing the tension between the depiction of public figures and artistic expression, write an argumentative essay using one or more of the presidential portraits and argue whether the artist's interpretation is valid or not. L2 You should acknowledge competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position.

-Prompt #3: After analyzing persuasive appeals and rhetorical devices in Patrick Henry's "Speech in the Virginia Convention" and/or the speech of a contemporary president about the necessity of armed conflict, write an essay that argues your position about armed conflict as a resolution. L2 You should acknowledge competing views and use persuasive points from the speeches to clarify your position. L3 Give examples from past or current events or issues to illustrate and clarify your position.

**COLUMBUS CITY SCHOOLS
ENGLISH GRADE 11**

Relationship Between Place and Literature Unit				
Unit/Topics	Periods	Common Core State Standards	Textbook/Supplemental Materials	Assessments/Assignments
<p>The Essential Questions: What is the relationship between place and literature? How does literature shape or reflect society?</p> <p>1. Reading Literature; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Cause and effect to clarify word meaning • Close reading • Exposition • Internal/external conflict • Resolution • Protagonis • t Theme • Point of view • Voice and narrator as it affects • characterization and • plot • Tone • Mood • Symbol • Informal writing 	<p>Week 1 Periods: 4</p>	<p>RL.11-12.1 RL.11-12.2 <ul style="list-style-type: none"> • RL.11-12.3 • RL.11-12.4 • RL.11-12.6 • RL.11-12.10 • W.11-12.4 • W.11-12.9 • W.11-12.10 • SL.11-12.1 • L.11-12.1 • L.11-12.2 • L.11-12.3 • L.11-12.4 • L.11-12.6 </p>	<p>Textbook (hard copy or eBook) <i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • Focus On Literary Forms: Defining Short Stories pp. 796-797 • Before You Read pp. 846-847 • “A Worn Path” (740L) pp. 849-856 • After You Read p.857 • Before You Read pp. 814 • “ARose for Emily” (1400L) pp. 817-827 • After You Read p.830 • Integrated Language Skills p.831 <p><i>Unit 4 Resources:</i></p> <ul style="list-style-type: none"> • “ARose for Emily” pp. 167-182 • “A Worn Path” pp. 203-218 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> 	<p>Reading “A Worn Path” (fiction) “A Rose for Emily” (fiction)</p> <p>Writing</p> <ul style="list-style-type: none"> • Journal: Describe the personal characteristics heroes of quests have. • Describe both physical and social obstacles Phoenix faces on her archetypal hero’s quest. Explain, using examples of her words, tone, and actions, how she deals with these different types of challenges. • Journal: Can we trust our impressions of public figures, such as celebrities or politicians? • Analyze how Emily’s external conflicts with the people of Jefferson reveal something about her and about the town. <p>Speaking and Listening Whole group discussion Partner discussion Whole group presentations Small group presentation</p> <p>Language <i>Vocabulary Central</i> Vocabulary Music</p>

			<p>[Get Connected Video (:50/ :55), The Essential Question, Literary Analysis, Reading Strategies, Vocabulary Central, Meet the Author, Background, Background Video (1:04/ :36) Background]</p> <ul style="list-style-type: none"> • <u>While You Read</u> (Warm-ups, Reading Selections, Critical Reading) • <u>After You Read</u> (Skill Questions, Writing) 	<ul style="list-style-type: none"> • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Formative and/or summative assessments should be incorporated weekly into each lesson. • Critical viewing • Selection tests • Oral presentation <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students construct charts listing both concrete and imagined details of Jackson’s journey while reading “A Worn Path.” • As students read “A Rose for Emily,” to clarify ambiguity, record open-ended or inconsistent details about the action, characterizations, and descriptions and then record details which aid interpretation. • Students chart indirect characterization, words, thoughts, actions, and how others react, as they read. • Restate the main points in a section and the characters involved. • Investigate Welty’s photographs, choosing one to analyze. The class constructs a gallery exhibit of the photographs with student-written informative blurbs accompanying the images. • Students collect and analyze photographs of Victorian architecture.
<p>The Essential Questions: What is the relationship between place and literature? How does literature shape or reflect society?</p> <p>2. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Cause-effect 	<p>Weeks 1-2 Periods: 3</p>	<ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.3 • RL.11-12.5 • RL.11-12.6 • RL.11-12.10 • RI.11-12.1 • RI.11-12.5 • RI.11-12.10 • SL.11-12.1 • L.11-12.1 • L.11-12.2 	<p>Textbook (hard copy or eBook) <i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • Before You Read pp. 1080-1081 • “The Rockpile” (820L) pp. 1083-1090 • After You Read p. 1091 • Integrated Language 	<p>Reading</p> <ul style="list-style-type: none"> • “The Rockpile” (fiction) • “Life in His Language” (nonfiction) • “Antojos” (fiction) <p>Writing</p> <ul style="list-style-type: none"> • Journal: Describe how reading can have a strong positive influence on people’s lives. Give specific examples of authors whose works have inspired, encouraged, or challenged you.

<ul style="list-style-type: none"> • Setting • Inference • Eulogy • Mood • Patterns of organization • Determining word meaning through roots • Plot development (in medias res) • Flashback • Foreshadowing • Informal writing 		<ul style="list-style-type: none"> • L.11-12.4 • L.11-12.6 	<p>Skills pp. 1092-1093</p> <ul style="list-style-type: none"> • Before You Read pp. 1094-1095 • “Life in His Language” (1200L) pp. 1096-1100 • After You Read p. 1101 <p><i>Unit 5 Resources</i></p> <ul style="list-style-type: none"> • pp. 161-177 <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • Before You Read pp. 1296-1297 • “Antojos” (980L) pp. 1299-1307 • After You Read p. 1308 • Integrated Language Skills pp. 1309 <p><i>Unit 6 Resources</i></p> <ul style="list-style-type: none"> • pp. 9-22 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video (:52/ :50/ :53), The Essential Question, Vocabulary Central, Meet the Author, Meet the Author Video (2:24), Background] • <u>While You Read</u> (Warm-ups, Reading Selections, Critical Reading) • <u>After You Read</u> (Skill Questions, Writing, Grammar Lesson, Grammar Practice) 	<ul style="list-style-type: none"> • Rewrite a passage of the selection “Antojos” from a different point of view using sensory details, flashbacks, internal monologue, and dialogue to provide background and flesh out the character’s world. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group • Partner discussion <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Connecting to the essential question • Critical viewing • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students document places, objects, actions, and events, which could be symbols, as they read, and after reading discuss possible figurative representations. • While they read “Antojos,” students chart where Yolanda is, what she sees, and whom she sees. • Challenge students to invent a series of alternative explanations to account for the rockpile’s presence. • Research geographical and cultural information about the Dominican Republic. Investigate its relationship with the United States.
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<p>Essential Question: How does literature shape or reflect society?</p> <p>3. Reading Literature; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Main idea • Symbolism • Diction • Close reading • Visual interpretation • Research • Character foils • Compare/contrast essay • Socratic seminar 	<p>Weeks 2-4 Periods: 11</p>	<ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.3 • RL.11-12.4 • RL.11-12.6 • RL.11-12.10 • W.11-12.2 • W.11-12.4 • W.11-12.5 • W.11-12.6 • W.11-12.7 • W.11-12.9 • W.11-12.10 • SL.11-12.1 • SL.11-12.4 • L.11-12.1 • L.11-12.2 • L.11-12.3 • L.11-12.5 • L.11-12.6 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • Before You Read pp. 1310-1311 • “Everyday Use” (790L) pp. 1312-1320 • After You Read p. 1321 • Integrated Language Skills pp. 1322-1323 <p><i>Unit5 Resources</i></p> <ul style="list-style-type: none"> • pp. 27-43 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video (:56), The Essential Question, Vocabulary Central, Meet the Author, Meet the Author Video (2:24), Background] • <u>While You Read</u> (Warm-ups, Reading Selections, Critical Reading) • <u>After You Read</u> (Skill Questions, Writing, Grammar Lesson, Grammar Practice) <p>Curriculum Guide Website</p> <ul style="list-style-type: none"> • This complete lesson plan is located on the curriculum guide website. 	<p>Reading</p> <ul style="list-style-type: none"> • “Everyday Use” (fiction) • “For My Sister Molly Who in the Fifties” (poem) • “The Century Quilt” (poem) <p>Writing</p> <ul style="list-style-type: none"> • Students write a personal response to the claim “A people without the knowledge of their past history, origin and culture is like a tree without roots.” --Marcus Garvey • In an exit ticket, students explain what Marcus Garvey means by “people,” “history,” “origin,” and “culture.” • Students research quilting by investigating the Library of Congress website for American Memory: Quilts and Quiltmaking in America 1978-1996. • Students write an essay in which they compare/contrast the quilt symbolism in “Everyday Use” and “The Century Quilt.” <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Small group discussion in response to Marcus Garvey’s claim • Whole group discussion centered on the intended effect of the design choices on the poster of Marcus Garvey by Slim the Phenomenon • Whole group discussion about quilts • Whole class discussion of “Everyday Use” • Socratic seminar on critics’ claims about “Everyday Use” <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Connecting to the essential question
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<p>Essential Question: How does literature shape or reflect society?</p> <p>4. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Summarizing key points • Close reading • Parody • Satire • Analyzing documents • Inferences • Stereotyping • Bias • Narrator • Diction • Flashback • Hyperbole 	<p>Week 4 Periods: 2</p>	<ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.3 • RL.11-12.5 • RL.11-12.6 • RL.11-12.10 • RI.11-12.1 • RI.11-12.2 • RI.11-12.3 • RI.11-12.4 • RI.11-12.5 • RI.11-12.6 • W.11-12.4 • W.11-12.5 • W.11-12.9 • W.11-12.10 • SL.11-12.1 • L.11-12.1 • L.11-12.2 • L.11-12.3 • L.11-12.4 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • Before You Read pp. 1382-1383 • "Coyote v. Acme" pp. 1384-1389 • After You Read p. 1390 • Integrated Language Skills p. 1391 <p><i>Unit 6 Resources</i></p> <ul style="list-style-type: none"> • pp. 160-175 <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • Contemporary Connection: Cartooning as Literature p. 888 • "Trapped in a Comic 	<p>Reading</p> <ul style="list-style-type: none"> • "Coyote v. Acme" (satirical essay) • "Trapped in a Comic Book" (graphic literature) <p>Writing</p> <ul style="list-style-type: none"> • Journal: Do you think humorous exaggeration is an effective way to make a serious point? • Describe what details in the essay suggest that Wile E. Coyote is a cartoon character. • Students write a brief representing the Acme Company in a case resulting from a spurious suit brought by the attorneys for Mr. Coyote. They should write in the same style as the essay. • Journal: What appeals to you most in cartoons: the humor, the foibles of a character, or the satirical message or commentary? • Analyze a political cartoon. • Compare and contrast a political cartoon with

		<ul style="list-style-type: none"> • L.11-12.5 • L.11-12.6 	<p>Book” pp. 889-894</p> <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video (:50), The Essential Question, Vocabulary Central, Literary Analysis, Reading Strategy, Meet the Author, Background] • <u>While You Read</u> (Warm-ups, Reading Selection, Critical Reading) • <u>After You Read</u> (Skill Questions, Writing) <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Contemporary Connection</u> (Critical Reading) 	<p>a humorous cartoon without a political agenda.</p> <ul style="list-style-type: none"> • Explain what Feiffer is saying about comic books and the views of life they represent. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Students share one-panel cartoons that they have created. <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical viewing • Self-tests • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • To help students appreciate the humor in the essay, show them a selection of Road Runner cartoons. • Before reading, familiarize students with legal terms. • Write an essay comparing the style of a contemporary cartoon with one from the 1950s and 1960s. • Students make a catalogue of Acme products and explain how each one works. • Explain to students that the text on p. 893 is spoken by the little boy, for whom there is no room in most of the panels, and so his words do not appear in bubbles. • Research the skills needed to be a graphic-verbal artist. • Students construct comics by using Scholastic comic book maker.
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<p>5. Reading Informational Text; Writing; Speaking and Listening; Language</p> <p>Writing: Argumentation</p> <ul style="list-style-type: none"> Analysis of print and non-print text Persuasive appeals Rhetorical devices Writing a claim statement Audience and purpose Gathering evidence Providing elaboration Parallelism 	<p>Weeks 5-6 Periods: 7</p>	<p>RI.11-12.1 RI.11-12.2 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 W.11-12.1 W.11-12.6 W.11-12.8 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5</p>	<p>Textbook (hard copy or eBook) <i>Writing and Grammar</i></p> <ul style="list-style-type: none"> Chapter 7, Shaping Your Writing, 129 Chapter 7, Audience and Purpose, 127 Chapter 7, Gathering Evidence, 128 Chapter 7, Providing Elaboration, 130 Chapter 7, Recognizing the Correct Use of Parallelism, 504-507 Chapter 7, 131-135 (revision) <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> “To His Excellency, General Washington” 124-126 Communication Workshop: Evaluate Persuasive Speech 196-197 “Lucinda Matlock” 646 “The Love Song of J. Alfred Prufrock” 708-712 “Frederick Douglass” 1066-1067 “Speech in the Virginia Convention” 100-103 <p>Technology Internet sites:</p> <ul style="list-style-type: none"> Columbus Museum of Art Smithsonian National Portrait Gallery The Whitehouse 	<p>Writing</p> <ul style="list-style-type: none"> Prompt #1: After researching Gilbert Stuart’s painting and Phillis Wheatley’s poem on George Washington, write an essay that discusses the portrayal of George Washington and evaluates the success of the works as fitting tributes to this former U.S. President. Be sure to support your position with evidence from the texts. L2 Include opposing viewpoints. Prompt #2: After analyzing the paintings and discussing the tension between the depiction of public figures and artistic expression, write an argumentative essay using one or more of the presidential portraits and argue whether the artist’s interpretation is valid or not. L2 You should acknowledge competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position. Prompt #3: After analyzing persuasive appeals and rhetorical devices in Patrick Henry’s “Speech to the Virginia Convention” and/or the speech of a contemporary president about the necessity of armed conflict, write an essay that argues your position about armed conflict as a resolution. L2 You should acknowledge competing views and use persuasive points from the speeches to clarify your position. L3 Give examples from past or current events or issues to illustrate and clarify your position. Students analyze visual text using a three column graphic organizer. Students write a claim statement (as a whole class) about a portrait. Students create a 3-column graphic organizer to record examples of words and images found in the poem, “To His Excellency, General Washington” according to ethos, pathos, and logos. Students-written drafts Peer Editing
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<p>Essential Questions: How does literature shape or reflect society? What makes American literature American?</p> <p>6. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Connotation/denotation • Implied theme • Close reading • Organizational patterns • Analyzing a writer’s political assumptions • Irony • Imagery 	<p>Weeks 6-7</p> <p>Periods: 4</p>	<ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.2 • RL.11-12.3 • RL.11-12.5 • RL.11-12.10 • RI.11-12.1 • RI.11-12.2 • RI.11-12.3 • RI.11-12.4 • RI.11-12.5 • RI.11-12.6 • RI.11-12.10 • W.11-12.4 • W.11-12.9 • W.11-12.10 • SL.11-12.1 • SL.11-12.6 • L.11-12.1 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • Snapshot of the Period pp. 966-967 • Historical Background pp. 968-969 • Essential Questions of the Literary Period pp. 970-977 • Following Through p. 978 <p><i>Unit 5 Resources</i></p> <ul style="list-style-type: none"> • Introduction pp. 1-6 <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • Before You Read p. 	<p>Reading</p> <ul style="list-style-type: none"> • <i>from Hiroshima</i> (nonfiction) • “The Death of the Ball Turret Gunner” (poem) • “Ambush” (nonfiction) • “Camouflaging the Chimera”(poem) <p>Writing</p> <ul style="list-style-type: none"> • Journal: Is there such a thing as a good war? Do you read books or watch movies about wars? • As they read <i>from Hiroshima</i>, students chart how key details reveal both a writer’s political assumptions and the deeper truths about human beings. • After reading <i>from Hiroshima</i>, evaluate President Truman’s decision to use the atomic bomb. • Describe what the poet Randall Jarrell is

<ul style="list-style-type: none"> Relationship between voice and credibility Valid vs. invalid inferences Analysis of content from several sources on a single issue Setting Point of view Genre Sources for research Informal writing 		<ul style="list-style-type: none"> L.11-12.2 L.11-12.4 L.11-12.6 	<p>982-983</p> <ul style="list-style-type: none"> <i>from Hiroshima</i> pp. 984-995 Author Background p. 996 "The Death of the Ball Turret Gunner" p. 997 After You Read p.998 Integrated Language Skills p. 999 <p><i>Unit 5 Resources</i></p> <ul style="list-style-type: none"> pp. 7-22 <p><i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> Contemporary Commentary pp. 808-809 "Ambush" pp. 810-813 Before You Read p. 1346 "Camouflaging the Chimera" p. 1350-1351 After You Read p.135 <p><i>Unit 4 Resources</i></p> <ul style="list-style-type: none"> "Ambush" pp. 147-148 <p><i>Unit 6 Resources</i></p> <ul style="list-style-type: none"> "Camouflaging the Chimera" pp. 82-99 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> For <i>from Hiroshima</i>; "The Death of the Ball Turret Gunner" <u>Before You Read</u> [Get Connected Video (:52), The Essential Question, 	<p>suggesting about the relationship between a soldier in a war and the government.</p> <ul style="list-style-type: none"> Journal: How do you respond during situations of high pressure, such as reacting to an accident or sudden illness? Compare how people make decisions during such moments with how they make decisions when there is less pressure. Compare and contrast the short and long versions in "Ambush." Evaluate whether the speaker in the poem "Camouflaging the Chimera" wants to tell us about the war or how to think about the war. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Whole group discussion Search for war propaganda graphics and discuss their effectiveness with a partner 5 minute multimedia presentation, which relates to research topic <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> Vocabulary Music Games Worksheets <p>Assessments</p> <ul style="list-style-type: none"> Critical viewing painting p. 904 Self-tests Selection tests Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> Discuss objective/subjective perspectives. Use the first two paragraphs of "Ambush" to preview the story for students explaining that in the rest of the story, the narrator will revisit the moment he killed an enemy soldier. Then they read the long paragraph on pp. 812-813, pausing after every couple of sentences to visualize the scene. Students create annotated maps of Hiroshima
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			<p>Vocabulary Central, Literary Analysis, Reading Strategy, Meet the Authors Background Video (:51)]</p> <ul style="list-style-type: none"> • <u>While You Read</u> (Warm-ups, Reading Selection, Critical Reading) • <u>After You Read</u> (Skill Questions, Writing) • For “Ambush” <u>Contemporary Commentary</u> (Introduction, Meet the Author Video (2:15), Background Video (:32), Selection, Critical Reading) 	<p>and Nagasaki using the Investigating Geography worksheet from the <i>Professional Development Guidebook</i>.</p> <ul style="list-style-type: none"> • Students research music written about American involvement in the Vietnam War.
<p>Essential Question: What makes American literature American?</p> <p>7. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Analogous word relationships • Close reading • Genre • Speaker • Imagery • Figurative language • Rhetorical devices • Parallelism • Antithesis • Argument/support 	<p>Week 7 Periods: 3</p>	<ul style="list-style-type: none"> • RL.11-12.1 • RL.11-12.4 • RL.11-12.10 • RI.11-12.1 • RI.11-12.2 • RI.11-12.3 • RI.11-12.4 • RI.11-12.5 • RI.11-12.6 • RI.11-12.10 • W.11-12.4 • W.11-12.9 • W.11-12.10 • SL.11-12.1 • L.11-12.1 • L.11-12.2 • L.11-12.3 • L.11-12.4 • L.11-12.5 • L.11-12.6 	<p>Textbook (hard copy or eBook) <i>Literature: The American Experience</i></p> <ul style="list-style-type: none"> • Before You Read pp. 1102-1103 • “Inaugural Address of John F. Kennedy” (1410L) pp. 1104-1107 • Author Background p. 1108 • <i>from Letter from Birmingham City Jail</i> (1330L) pp.1109-1112 • After You Read p. 1113 • Integrated Language Skills pp. 1114-1115 <p><i>Unit 5 Resources</i></p> <ul style="list-style-type: none"> • pp. 198-214 <p><i>Literature: The American</i></p>	<p>Reading</p> <ul style="list-style-type: none"> • “Inaugural Address of John F. Kennedy” (speech) • <i>from Letter from Birmingham City Jail</i> (essay) • “Study the Masters” (poem) <p>Writing</p> <ul style="list-style-type: none"> • Journal: What do you do or plan to do for the good of your country? • Students record pledges and cooperative actions as they read “Inaugural Address of John F. Kennedy.” • Students evaluate how effective the challenge is that Kennedy offers in the final paragraphs of the speech. • Identify examples of persuasive appeals, parallelism, and antithesis in <i>from Letter from Birmingham City Jail</i> and describe the effect of these rhetorical appeals. • Compare what both documents suggest are the privileges and obligations of freedom.

			<p><i>Experience</i></p> <ul style="list-style-type: none"> • Author Background p. 914 • “Study the Masters” p. 915 <p><i>Unit 4 Resources</i></p> <ul style="list-style-type: none"> • pp.301-304 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • For “Inaugural Address of John F. Kennedy”; <i>from Letter from Birmingham City Jail</i>; “Study the Masters” • <u>Before You Read</u> [Get Connected Video (:57), The Essential Question, Vocabulary Central, Literary Analysis, Reading Strategy, Meet the Authors, Background Video (:33)] • <u>While You Read</u> (Warm-ups, Reading Selection, Critical Reading) • <u>After You Read</u> (Skill Questions, Writing, Grammar Lesson, Grammar Practice) 	<ul style="list-style-type: none"> • Explain how the speaker in “Study the Masters” feels about social status in America. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Self-tests • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Create a list of metaphors from the selections and work with a partner to figure out their meanings. • Identify main ideas and chart the subsequent supporting facts, examples, and reasons. • Use the multidraft reading strategy to aid in interpreting the poem. • Students research an aspect of space exploration and create a Power Point presentation of their findings. • Create a newsmagazine with articles, editorials, and interviews concerning the Montgomery Bus Boycott.
<p>8. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language</p> <p>Teach the Common Core State Standards as needed to prepare students for college entrance exams in reading</p>	<p>Weeks 8-9 Periods: 9</p>	<p>Note: Teach the Common Core State Standards as needed based on previous assessments of students’ reading, writing, speaking and listening, and language skills.</p>	<p>Novel/Nonfiction/Drama Suggestions:*</p> <ul style="list-style-type: none"> • Fitzgerald, F. Scott. <i>The Great Gatsby</i> • Faulkner, William. <i>As I Lay Dying</i> • Garcia, Cristina. <i>Dreaming in Cuban</i> 	<p>Reading</p> <ul style="list-style-type: none"> • The reading assignment will be either fiction or nonfiction depending upon teacher choice. <p>Writing</p> <ul style="list-style-type: none"> • Journal writing • Creative prose and poetry responses • Critical analysis

<p>and writing, and to prepare students to be college and career ready.</p>			<ul style="list-style-type: none"> • Hansberry, Lorraine. <i>A Raisin in the Sun</i> • Hurston, Zora Neale. <i>Their Eyes Were Watching God</i> • Jefferson, Thomas. <i>The Declaration of Independence</i> • Lahiri, Jhumpa. <i>The Namesake</i> • Mencken, H.L. <i>The American Language, 4th Edition</i> • Miller, Arthur. <i>Death of a Salesman</i> • Paine, Thomas. <i>Common Sense</i> • Thoreau, Henry David. <i>Walden</i> • Wright, Richard. <i>Black Boy</i> <p>*The above is not meant to be a required reading list. Use your professional judgment of the text and your students to make your selection. In keeping with the guidelines established by the Common Core State Standards in ELA, your choice should be similar in complexity and quality to the titles on the list above.</p>	<ul style="list-style-type: none"> • In-class essays <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Partner discussion • Pair work <p>Language</p> <ul style="list-style-type: none"> • Integrated vocabulary activities • Integrated grammar and usage activities <p>Assessments</p> <ul style="list-style-type: none"> • Selection tests • Portfolio projects • Multimedia presentations <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Teacher-modeled reading strategies • Students write a different ending for the story. • Students write a one-act play based on characters, conflicts and themes from the book.
<p>9. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language</p>	<p>Week 9 Periods: 1</p>	<p>Review the Common Core State Standards as needed to prepare students for the final examination.</p>	<p>Textbook (hard copy or eBook) <i>Literature: The American Experience</i> <i>Writing and Grammar</i></p>	<p>Select reading, writing, speaking/listening, and language activities as necessary to prepare students for the final exam.</p>

10. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language	Exam Week Periods: 3+1 teacher work day	Assess student understanding of the Common Core State Standards.	<ul style="list-style-type: none"> • Copy of final exam • Writing utensils Teacher answer key 	Final assessment of student reading, writing, speaking/listening, and language skills
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* This guide is based on 50 minute periods and should be adjusted to fit alternative schedules.

** Standards: **RL** = Reading Literature; **RI** = Reading Information; **W** = Writing; **SL** = Speaking and Listening; **L** = Language