

KPBSD ELA CURRICULUM

11th GRADE – AMERICAN LITERATURE

ELA 11: American Literature

This course will examine the relationship between literature and history throughout America in order for students to understand the continuing evolution of American culture.

PLEASE NOTE that ELA Curriculum documents are:

- Living documents that will continue to evolve. They are not static and feedback is welcome. You should print a new copy at regular intervals to stay abreast of the updates.
- Shared resources for all those teaching this content area. ***Please share new resources you and your students find as you explore the course content and personalize learning.***
- A guideline, not a regime. All requirements for the course are met by this plan, but in personalized learning there will be expected variation.

ELA 11 Course Navigation:

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Course Name: LA 11 - American Literature

Big Idea: This course will examine the relationship between literature and history throughout America in order to understand the continuing evolution of American culture.

[Standards Pacing Guide](#)

Writing Assessment Foci:

Semester 1 - Narrative and Expository

Semester 2 - Persuasive and Research

SEMESTER 1 (UNITS 1-3)

Unit 1: The New World

ENDURING UNDERSTANDING(S):

Students explore the development of early American culture and its intersection with existing cultures (Native American, European, and African).

ESSENTIAL QUESTIONS:

- How does the history of invade and conquer and the assimilation of various cultures manifest many tendencies in the art, language, and literature of early America?
- How do primary source documents and literature share the experiences of America's earliest settlers and shape the concept of the "American Dream"?
- What are the defining characteristics of Puritan literature?
- How do elements of formal speeches, such as "preaching," play a role in historical events of this transformative period?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the

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impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

- RL.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RI.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.4 - Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.6 - Discern an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
- W.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a) Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-

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century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).

- b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses].”).
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a) 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.
 - b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d) Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data or information.
- L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a) Observe hyphenation conventions.
 - b) Spell correctly.
- 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.
 - a) Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

I CAN... (student-friendly language)

- RL.3
 - Explain why the author chose certain story sequence elements (setting; characters; events/outcomes in rising action, climax, and resolution; and theme) and how their choices affect their story.
 - Examine and explain how the story would change if any of these story sequence elements were changed by citing evidence from the text
- RL.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.

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- Analyze and explain how an author’s word choice can change the meaning or tone of a text.
- Examine the multiple meanings of words and how the shades of meanings impact the text’s meaning or tone.
- Examine the author’s language choices and how they affect the tone of a text (through rhythm, stressed syllables, name-calling, and local color).
- RL.7
 - Evaluate how each portrayal interprets the source text, noting how that interpretation affects the text’s intent.
 - Read and/or watch multiple portrayals of a story, drama, or poem.
- RL.9
 - Show how two or more texts from the same time period examine the same theme or topic.
 - Read a variety of American literature, crossing genres and time periods.
- RI.3
 - Determine the organization of an author’s main points, ideas, or textual events
 - I can examine the effectiveness of a text’s argument using my knowledge of an author’s organizational strategy.
 - I can explain how characters, ideas, or events interact and develop throughout the text.
- RI.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
- RI.6
 - Determine an author’s point of view or purpose in a text.
 - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a text.
 - Explain how an author’s style (ex: figurative language; the way words are used) and content either add or detract to their overall message.
- W.2 - Expository/Informative
 - Brainstorm multiple topics or ideas.
 - Choose a single, supportable topic from a variety of choices.
 - Outline and organize an essay on a specific topic.
 - Write a clear thesis statement.
 - Formatting to logically organize my essay.
 - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
 - Choose the most relevant facts to use in support of a claim from a variety of choices.
 - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
 - Correctly format/embed visuals and graphics into an APA style essay.
 - Explain my thoughts in a logical order to support the evidence of my thesis.
 - Apply appropriate and varied transition words effectively in my writing.
 - Determine what style and tone are appropriate for the audience of my writing.

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- Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
- Use literary devices such as metaphors, similes, and analogies to help explain an idea.
- Provide a strong closing statement or paragraph which supports my thesis.
- W.5
 - Prioritize the steps of the writing process for assignments with a condensed timeline.
 - Make myself a formative element within another author’s writing process (peer review).
 - Follow the steps of the writing process to strengthen my writing.
- W.6
 - Produce and publish individual or shared writing pieces using technology (e.g., Canvas, Internet, Google Docs, etc.).
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature *and* informational texts.
 - Synthesize, reflect on, and communicate my knowledge of American or British ideology based on the large variety of American or British writings.
- SL.1
 - Initiate discussion or bring up a different perspective in my group.
 - Work with my peers to create effective and fair discussion expectations.
 - Refer to evidence from research during a discussion on a specific topic.
 - Appropriately pose and respond to questions in a group setting.
 - Maintain an established role in my group to enable civil, democratic discussions, decision-making, and goal-meeting.
 - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
 - Summarize my peers’ points and appropriately agree or disagree with those points.
 - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
 - Determine what information still needs to be gathered for further clarification or support within a discussion, and can use that further information to resolve contradictions when possible.
- SL.2
 - Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral) and determine which are the most credible and accurate.
- L.2
 - Can capitalize, punctuate, and spell correctly in my written work.
 - Correctly use hyphenation in compound adjectives (ex. long-term relationship).
 - Correctly use hyphenation for word groups (forty-four)
 - Correctly use hyphenation in order to clarify confusing word groups (re-sign a contract, not resign).
 - Divide line breaks at hyphenations in words only.
 - Observe that the rules of hyphenation are in flux.

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- State the difference between a hyphen and a dash.
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
 - Use sentence variety for effect in my writing and recognize and evaluate its use when reading complex texts.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Drama

- The Crucible (Arthur Miller) (EA)

Poetry

- An Almanack for the Year of Our Lord 1648 (Samuel Danforth) (selections) [Link](#)
- An Hymn to the Evening (Phillis Wheatley) (EA) [Link](#)
- On Being Brought from Africa to America (Phillis Wheatley) (E) [Link](#)
- The Day of Doom (Michael Wigglesworth) [Link](#)
- The Sot-Weed Factor (Ebenezer Cook) [Link](#)
- To His Excellency General Washington (Phillis Wheatley) (EA) [Link](#)
- To My Dear and Loving Husband (Anne Bradstreet) [Link](#)
- Upon a Spider Catching a Fly (Edward Taylor) [Link](#)
- Upon the Burning of Our House (Anne Bradstreet) [Link](#)

Informational Texts

Autobiographies

- A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (Mary Rowlandson) [Link](#)
- The Secret Diary of William Byrd of Westover, 1709-1712 (William Byrd) (excerpts) [Link](#)

Nonfiction

- A Key into the Language of America (Roger Williams) (excerpts) [Link](#)
- Of Plymouth Plantation (William Bradford) (excerpts) [Link](#)

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- The Bloody Tenent of Persecution, for Cause of Conscience (Roger Williams) (excerpts) [Link](#)
- The Negro Artist and the Racial Mountain (Langston Hughes) (OOP) (EA) [Link](#)
- The Selling of Joseph: A Memorial (Samuel Sewall) (OOP) [Link](#)
- The Trials of Phillis Wheatley: America’s First Black Poet and Encounters with the Founding Fathers (Henry Louis Gates, Jr.) (excerpts)
- Lecture: Mister Jefferson and the Trials of Phillis Wheatley (Henry Louis Gates, Jr.) [Link](#)
- Gayanashagowa (The Great Binding Law) (Iroquois Six Nations) [Link](#)
- The Tryals of Several Witches, Lately Executed in New-England: Published by the Special Command of the Govenour (Cotton Mather) [Link to item](#)
[Text Link](#)

Speeches

- Sinners in the Hands of an Angry God (July 8, 1741) (Jonathan Edwards) [Link](#)

Art, Music, and Media Art

- Charles Willson Peale, Mrs. James Smith & Grandson (1776) [Link](#)
- John Singleton Copley, Mrs. George Watson (1765) [Link](#)
- John Valentine Haidt, Young Moravian Girl (ca. 1755-1760) [Link](#)
- Joseph Wright (Wright of Derby), Portrait of a Woman (1770) [Link](#)

Additional Online Resources

- Africans in America (Part 1) (PBS) (RL.11-12.1, RI.11-12.1, LS.11-12.1) [Link](#)
- The First Great Awakening (National Endowment for the Humanities) (RI.11-12.2, RI.11-12.3) [Link](#)
- Religion and The Founding of the American Republic (Library of Congress) (RI.11-12.2, RI.11-12.3) [Link](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Reading Literature, Performance:** Select a one- to two-minute passage from one of the texts and recite it from memory, using performance techniques you feel would be effective to its message. Include an introduction that states: what the excerpt is from, who wrote it, and why it exemplifies Puritan literature. Record your recitation using a video camera so you can evaluate your performance for accuracy and style. (RL.11-12.9, SL.11-12.6)
- **Language Usage:** Examine one of the texts studied in this unit for usage (e.g., words or conventions) that differs from contemporary usage. Discuss with classmates online or in class whether and/or how the meanings of words and/or sentence structure has changed since that time. "Translate" instances of antiquated syntax into contemporary sentences; determine whether and/or how the meaning of the sentence is affected by the translation. (L.11-12.1a)

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- **Art, Speaking and Listening:** Examine the artworks listed. What does each image show about "young America"? Examine the Copley painting in comparison to the Haidt. What can you learn about each of these women and their lives in America? How are the women different? Carefully examine the iconography present in each image. Compare the Peale, Copley, and Wright paintings. What can we learn about the new nation from the way these painters worked? Do you detect a European influence? What stylistic aspects or materials might American artists be borrowing from England, judging by the similarities between the Wright (English) and Copley or Peale (American) portraits? (SL.11-12.2, SL.11-12.3)

Formal writing samples

- See prompts below. (W.11.3, 11.4, 11.5, 11.6, 11.10)

WRITING FOCI: Quarter 1 - Narrative

Narrative

- Using characters and characterization from an original script or story, write an additional scene which could enhance the plot or conflicts of the original. Use elements of script or narrative writing to format your piece. (W.11.3)
 - Write a prequel scene to *The Crucible*, using characters and characterization from the original script to guide your new scene. Use elements of script writing to format your piece.
- Write a short narrative from the point of view of a member of the audience listening to a formal speech (such as an example of "preaching"). Share what your character witnesses and the impact the speech has on them. (RL.11.5, RI.11.2, 11.6. W.11.3)
 - Write from the point of view of a member of the audience listening to Edwards's sermon "Sinners In The Hands of An Angry God." Write a short narrative which shares what your character witnesses as Edwards gives the speech and the speech's impact on your character (emotionally, physically, etc.).
- Select a nonfiction piece. Rewrite the selection as a short story, utilizing narrative elements to bring the experiences in the nonfiction passage to life. (W.11.3)
 - Select a passage from William Bradford's *Of Plymouth Plantation*. Rewrite the scene as a short story, utilizing setting, dialogue, and detailed descriptions to bring the passage to life.

Additional prompts can support reading standards and/or units

Argument

- Examine the role of responsibility or guilt within a literary text and the impact individual characters have on the plot's conflicts. Using specific details from the text, examine which character is most responsible for the conflict(s) and why. Be sure to acknowledge counter-arguments in your paper. (RL.11.1, 11.2, W.11.1)
 - Of all the characters in *The Crucible*, who do you feel is the most guilty for the fatalities of the witch trials? Explain your reasoning using specific details from the text. Be sure to acknowledge counter-arguments in your paper.

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- Read a critical literary essay/article/review. Determine the author’s main point and write an argument in which you agree or disagree. Use evidence from the criticism and the original literary text to support your position. (RI.11.1, 11.2, 11.6, W.11.1)
 - In his essay "The Trials of Phillis Wheatley," Henry Louis Gates, Jr. discusses Wheatley’s critics. He notes that her "trials" began when her white contemporaries doubted her ability to write. Today, Gates says, her "trials" continue. In the conclusion to his essay, Gates suggests that Wheatley’s critics miss a crucial point: "The challenge isn't to read white, or read black; it is to read. If Phillis Wheatley stood for anything, it was the creed that culture was, could be, the equal possession of all humanity." Write an argument in which you agree or disagree with Gates; use evidence from Wheatley’s work to support your position.
- Referencing an example of “preaching” or other formal speech, write an argument which examines the persuasive techniques used and their effectiveness. (RI.11.1, 11.5, 11.6, W.11.1)
 - After reading excerpts from "Sinners in the Hands of An Angry God," write an argument that explains why you think early settlers were persuaded by Edwards’s sermon. Note evidence from the text to support your thesis.
- Examine an issue in contemporary American culture which could be traced to Puritan origins. Write an argument in which you use at least three pieces of textual evidence to support your position. (W.11.1)
 - Could some contemporary American approaches to religion be traced to Puritan origins? Why or why not? Write an argument in which you use at least three pieces of textual evidence to support your position.
 - Could some contemporary American guidelines (e.g. film rating systems, school dress codes, etc.) be traced to Puritan origins? Why or why not? Write an argument in which you use at least three pieces of textual evidence to support your position.
- Examine a piece of Puritan literature and write an argument on whether the work typifies or differs from other Puritan literature. Use textual evidence to support your point. (RL.11.1, 11.2, 11.9, W.11.1)
 - "Does Anne Bradstreet’s work typify or differ from the other Puritan literature that you have read?" Write an argument in which you use at least three pieces of textual evidence to support your position.
- Identify a literary character who could be considered a tragic figure. Discuss whether you agree with this categorization and the reasons why or why not. Use textual evidence from the original text or other pieces of literature featuring tragic figures to support your position. (RL.11.1, 11.3, 11.9, W.11.1)
 - View a staged or film version of *The Crucible*. Then discuss this question: Is John Proctor a tragic figure? Why or why not? Compare him to other tragic figures studied in other grades, such as Oedipus Rex. Write an argument in which you use at least three pieces of textual evidence to support your position.

Informational

- Using passages from both fictional and informational texts, examine how a similar theme is treated and revealed between the genres. Use examples of techniques or literary devices to prove your point, along with textual evidence. (RL.11.9, L.11.5, W.11.2)
 - Select one passage from one of the poems and one from one of the informational texts that treat a similar theme (e.g., "On Being Brought from Africa to America" and *Of Plymouth Plantation*). How are the themes revealed in the different genres? What different techniques or literary devices do the authors use to convey theme? Write an informative/explanatory essay in which you use at least three pieces of textual evidence to support an original thesis statement.

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Research

- Research a topic addressed in a piece of literature (fiction or nonfiction). Use textual evidence from a variety of sources to teach the reader about the topic. (RI.11.1, W.11.2, 11.7, 11.8, 11.9)
 - Research one of the victims of the Salem Witch Trials. Using textual evidence from a variety of sources, share information about the victim’s role in Salem, their trial, the trial’s final verdict, and the legacy they left behind.
 - Research the institution of slavery in colonial history, focusing on a specific aspect of the topic (e.g. the Middle Passage, Virginian vs. Carolinian plantations, differences in colonial laws, etc.). Write an informative/explanatory essay in which you use at least three varied, reliable pieces of evidence to teach the reader about this topic.

VOCABULARY

Allegory
Apostrophe
Conceit
Covenant of grace

Didactic poetry
The great awakening
Idealism
Lyric poetry

Oxymoron
Parallelism
Pragmatism
Sermon

TECH SKILLS

I CAN:

- Recognize, explain, and avoid plagiarism.
- Reach beyond familiar programs and experiment with more than one possible outcome in order to meet criteria.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.

Unit 2: A New Nation

ENDURING UNDERSTANDING(S):

Students recognize and demonstrate why the founding of America was unique.

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ESSENTIAL QUESTIONS:

- What were the defining themes in American literature, such as “American exceptionalism”?
- How can the structures and styles of America’s founding documents help us to predict their future historic and literary significance?
- How do rhetorical devices (tone, literary elements, etc.) create effective arguments in persuasive writing?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

Students will... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (ambiguity).
- RL.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.5 - Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RI.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RI.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. and world documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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e) Provide a concluding statement or section that follows from and supports the argument presented.

- 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.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- 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.
 - a) Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STUDENTS WILL ... (student-friendly language)

- RL.1
 - Properly cite textual evidence using APA formatting.
 - Support my analysis of a text using specific information, and then explaining how those citations support my analysis.
- RL.2
 - Identify the main ideas or the themes of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Analyze how a text portrays a theme, including how it is connected to other themes.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.5

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- Identify the structure of the text.
- Examine how the author’s structural choices, pacing, and dramatic elements impact the text’s meaning, along with the story’s flow and rhythm.
- Analyze how changing an aspect of the structure, pacing, or dramatic elements of the text would change the overall meaning.
- RI.7
 - Identify the similarities and differences between various accounts of a subject.
 - Closely examine multiple accounts of a subject from different media sources.
 - Determine which parts from different sources can be used together to effectively make a point.
- RI.8
 - Evaluate the opinions, premises, purposes, and arguments of a text using evidence to support my reasoning or opinion.
 - Break down and evaluate the reasoning in historic texts by paraphrasing the text.
 - Identify and evaluate the impact a specific historic text has over time.
- RI.9
 - I can evaluate the themes, purposes, and other rhetorical elements of important historic and literary texts.
 - Analyze a variety of texts from different time periods to determine their historical and literary significance.
- W.1 - Persuasive
 - Write a clear thesis statement.
 - Use valid and reliable evidence to support my thesis.
 - Outline and explain my thoughts in a logical, persuasive order.
 - Introduce evidence and claims which support my thesis.
 - Fairly and thoroughly acknowledge counterclaims which go against my thesis and explain why my support is stronger.
 - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
 - Determine what style and tone are appropriate for the audience of my essay.
 - Provide a strong closing statement or paragraph which supports my thesis.
- W.7
 - Adjust my research area of focus as needed for my project (based on continued learning during research).
 - Brainstorm and choose a question to answer or solve that will guide a long-term research project
 - Combine information from multiple sources to support my research and findings.
- W.8
 - Find and use multiple sources of information, both in print and digital formats.
 - Determine which sources are most effective to answer a posed research question.
 - Effectively integrate research in my writing, while citing that research accurately.
 - Minimize my use of a single resource in comparison to others.
 - Balance research with my own ideas and commentary within a paper.
 - Effectively evaluate when my essay is plagiarized or over-reliant on ideas that aren’t my own.

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- SL.4
 - Present information or supporting evidence in a clear, concise, logical manner when speaking.
 - Adjust my speech so it is appropriate for the purpose, task, and audience of the presentation.
- SL.6
 - Effectively adapt a speech to various contexts, tasks, and audiences
- L.1
 - Effectively use parallel structure while writing or speaking.
 - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
 - Reference works to check more complicated grammar usage.
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
 - Use sentence variety for effect in my writing and recognize and evaluate its use when reading complex texts.
- L.6.
 - Recall and apply academic or subject-specific words and phrases while reading, writing, speaking, or listening independently find (e.g. during the research process) words or phrases which can improve my understanding or expression of a subject.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Poetry

- The Indian Burying Ground (Philip Freneau) [Link](#)
- American Liberty (Philip Freneau) [Link](#)
- The Star-Spangled Banner (Francis Scott Key) [Link](#)
- The Wild Honeysuckle (Philip Freneau) [Link](#)
- His Excellency General Washington (Phillis Wheatley) [Link](#)
- On Being Brought from Africa to America (Phillis Wheatley) [Link](#)

Informational Texts

Autobiographies

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- Equiano’s Travels: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African (Olaudah Equiano) [Link](#)
- The Autobiography of Benjamin Franklin (Benjamin Franklin) [Link](#)

Nonfiction

- 1776 (David McCullough) (E)
- Benjamin Banneker’s Letter to Thomas Jefferson (August 19, 1791) [Link](#)
- Common Sense or The Crisis (Thomas Paine) (E) [Link](#)
- Declaration of Independence (Thomas Jefferson) (E) [Link](#)
- Democracy in America (Alexis de Tocqueville) (E) (excerpts) [Link](#)
- Federalist No. 1 (Alexander Hamilton) (E) [Link](#)
- Federalist No. 10 (James Madison) [Link](#)
- Letter to John Adams (August 1, 1816) (Thomas Jefferson) (EA) [Link](#)
- Letters from an American Farmer (J. Hector St. John de Crèvecoeur) (selections) [Link](#)
- Preamble to the Constitution and the Bill of Rights (E) [Link](#)
- The Complete Anti-Federalist (Herbert J. Storing) (selections) [Link](#)
- The Way to Wealth, Poor Richard’s Almanack (Benjamin Franklin) (selections) [Link](#)
- Thomas Jefferson’s Letter to Benjamin Banneker (August 30, 1791) [Link](#)
- Virginia Statute for Religious Freedom (Thomas Jefferson) (EA) [Link](#)
- Fugitive Slave Act of 1793 (February 12, 1793) [Link](#)
- Letter from Paul Revere to William Eustis (February 20, 1804) [Link](#) - letter regarding pension for Mrs. Deborah Gannett who fought in the Revolutionary War (student suggested)

Speeches

- Farewell Address (George Washington) (E) [Link](#)
- What to the Slave Is the Fourth of July? An Address Delivered in Rochester, New York, on 5 July 1852 (Frederick Douglass) (E) [Link](#)
- Speech to the Virginia Convention (March 20, 1775) (Patrick Henry) (E) [Link](#)
- Declaration of the Causes and Necessity of Taking Up Arms (July 6, 1775) (John Dickson and Thomas Jefferson) [Link](#)
- Boston Massacre Oration (March 5, 1774) (John Hancock) [Link](#)

Art, Music, and Media Art

- Auguste Couder, Siège de Yorktown (ca. 1836) [Link](#)
- Emanuel Leutze, Washington Crossing The Delaware (1851) [Link](#)
- Gilbert Stuart, James Monroe (ca. 1820-1822) [Link](#)
- Gustavus Hesselius, Lapowinsa (1735) [Link](#)

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- John Copley, Paul Revere (ca. 1768) [Link](#)
- John Trumbull, Declaration of Independence (1819) [Link](#)
- Thomas Pritchard Rossiter, Washington and Lafayette at Mount Vernon (1859) [Link](#)

Additional Online Resources

- Africans in America (Part 2) (PBS) (RL.11-12.1, RI.11-12.1, LS.11-12.2) [Link](#)
- Jefferson vs. Franklin: Revolutionary Philosophers (National Endowment for the Humanities) (RI.11-12.1) [Link](#)
- Jefferson vs. Franklin: Renaissance Men (National Endowment for the Humanities) (RI.11-12.5) [Link](#)
- The Declaration of Independence: "An Expression of the American Mind" (National Endowment for the Humanities) (RI.11-12.2, RI.11-12.5) [Link](#)
- Songs and Ballads of the American Revolution (based on the work of Frank Moore) [Link](#)

POTENTIAL ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Language Usage:** Examine one of the founding documents for variety in sentence structure. With guidance from your teacher, diagram three highlighted sentences. Then rewrite each sentence in "contemporary" prose. (L.11-12.3)
- **Art, Speaking and Listening:** Examine the artworks listed. How did artists portray historical figures and events from the founding of America? Why might an artist choose to depict such events or figures? Examine each artwork for imagery detailing the founding of America and identify ways in which artists use history for inspiration. In addition, compare the Leutze and Trumbull paintings. How does the artist share each narrative with you? What visual clues lead you to discover what is happening in each scene? Why might these paintings inspire viewers during the time period, as well as future viewers? (SL.11.2, SL.11.3)

WRITING FOCI: Quarter 1 - Narrative; Quarter 2 - Expository

Narrative

- Pick one of the art pieces listed for this unit. Write a narrative which tells the story of one of these pieces. Use details from the art piece within your story. (W.11.3)
- Pick one of the speeches from this literary time period. Write a narrative from the perspective of a member of the audience hearing this speech for the first time. Use details from history and your own personal reactions to the speech's theme in your narrative. (RI.11.5, 11.6, W.11.3)

Additional prompts can support reading standards and/or units

Informational

- Write an essay in which you determine a specific, important term from a historical document of this time period and use textual evidence to explain the meaning of the term within historical and literary context. (RI.11.1, 11.9, W.11.2)

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- Write an essay in which you explain Madison’s use of the term *faction* in *Federalist No. 10*. Use at least three pieces of textual evidence to support an original thesis statement.
- Select one of the texts studied and write a paper in which you trace the enduring significance of the work through contemporary American history. Cite at least three secondary sources to support an original thesis statement. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, and proper citation of sources. Your teacher may give you the option of adding a multimedia component to your paper, either by creating a digital slide presentation to highlight key points, or a movie in which your paper becomes the narration. (RI.11.1, 11.9, W.11.2, 11.7, 11.8, 11.9)

Argument

- Imagine that you are an early American colonist. Write a letter to a family member or friend persuading him or her to join your fight for American independence. Use at least three pieces of evidence to support your position. (W.11.1)
- Compare two historical documents central to the American Revolution. Argue whether the documents share similar tones and use textual evidence to support your argument. (RL.11.9, RI.11.1, 11.8, 11.9, W.11.2)
 - Do the *Declaration of Independence* and *the Constitution* share similar tones? Why or why not? Use at least three pieces of textual evidence to support your argument.

Research

- Select a historical figure from this time period and conduct independent research, defining and refining the research question independently. The final informative/explanatory essay should include the following sections:
 - Biographical information
 - Analysis of documents written or roles played, including their historical significance
 - The figure’s unique contribution to the new nation
 - The long-term importance of the figure

The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some and not others), a balance of paraphrasing and quoting from sources, and proper citation of sources. Your teacher may give you the option of adding a multimedia component to your paper, either by creating a digital slide presentation to highlight key points, or a movie in which your paper becomes the narration. (RI.11.1, W.11.2, 11.7, 11.8, 11.9)

VOCABULARY

Anti-federalism Aphorism Deism	Federalism Heroic couplet Maxim	Natural law Salvation Separation of church and state
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TECH SKILLS

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I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Recognize, explain, and avoid plagiarism.
- Reach beyond familiar programs and experiment with more than one possible outcome in order to meet criteria.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Find pertinent research by searching appropriate keywords in databases.
- Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Locate and interpret pertinent research in non-text formats such as video, photos, infographics, maps, charts, graphs, and audio recordings/podcasts.

Unit 3: American Romanticism

ENDURING UNDERSTANDING(S):

Students will explore the changing attitudes toward American individualism.

ESSENTIAL QUESTIONS:

- What are the major characteristics of the rhetorical devices, themes, and symbols used in American Romanticism?
- How does American Transcendentalism grow and evolve from American Romanticism?
- How are characterization techniques used in the development of American Romantic novels?
- How are structure and rhetorical devices used to create effective arguments in Transcendentalist essays?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

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- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).
- RL.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.4 - Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- W.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- SL.3 - Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

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- SL.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
 - a) Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., "it drives me up a wall") as clues to the meaning of a word or phrase.
 - b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
 - c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b) Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.

I CAN ... (student-friendly language)

- RL.4
 - Analyze and explain how an author's word choice can change the meaning or tone of a text.
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Examine the multiple meanings of words and how the shades of meanings impact the text's meaning or tone.
 - Examine the author's language choices and how they affect the tone of a text (through rhythm, stressed syllables, name-calling, and local color).
- RL.6 -
 - Determine point of view.
 - Distinguish what is stated from the subtext.
 - Distinguish elements of satire used to portray point of view.
- RL.9
 - Read a variety of American literature, crossing genres and time periods.
 - Show two or more texts from the same time period examine the same theme or topic.
- RI.1
 - Identify and examine areas the text left open for interpretation.

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- Find and refer to specific, relevant textual examples (both explicit and inferred) to support an opinion about the text.
- RI.2
 - Identify the main idea or the theme of a text after reading the piece
 - Find specific evidence of a main idea or theme within a text.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.4
 - Analyze and explain how an author's word choice can change the meaning or tone of a text.
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
- RI.5
 - Identify the way an author organizes or structures a text.
 - Determine if the text's message is clear, convincing, and interesting.
- W.3 - Narrative
 - Capture a reader's attention with an effective narrative hook.
 - Create character(s) and narrator(s) who have depth and a recognizable character arc.
 - Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
 - Effectively organize narrative plot elements.
 - Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
 - Use narrative writing conventions (archetypal and plot elements, varied writing forms, etc.).
 - Create an engaging narrative using precise, descriptive language and sensory details.
 - Provide an effective and satisfying conclusion to a narrative piece.
- W.4
 - Write papers, which meet specific requirements for an audience or a task.
 - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- SL.3
 - Connect key points or claims to specific persuasive techniques.
 - Identify a speaker's points or claims.
 - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- SL.4
 - Present information or supporting evidence in a clear, concise, logical manner when speaking.
 - Adjust my speech so it is appropriate for the purpose, task, and audience of the presentation.
- SL.5
 - Clarify information given in presentations by using digital media as support.
- L.4
 - Clarify the difference between words with multiple meanings.

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- Figure out and define unknown words.
- Use roots or cultural knowledge to determine a word's meaning.
- Use context clues to determine a word's meaning.
- Recognize dialect or idiomatic expressions within a piece of literature.
- Identify how words will change to become different parts of speech.
- Gather information regarding proper word usage (e.g. for a new word) from a variety of reference materials.
- Find information on how to pronounce a word.
- Check whether my guess at a word's definition is correct and change my definition as needed.
- L.5
 - Examine how figurative language is used to alter the logical sequence of a text (ex. paradox, hyperbole).
 - Recognize figurative language (e.g. literary devices) in a selection of text.
 - Recognize words which have similar meanings.
 - Recognize analogies in a selection of text.
 - Determine if an analogy makes an appropriate comparison.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Novels

- Moby-Dick (Herman Melville) (EA) [Link](#)
- The Pioneers (James Fenimore Cooper) [Link](#)
- The Scarlet Letter (Nathaniel Hawthorne) (E) [Link](#)
- Uncle Tom's Cabin (Harriet Beecher Stowe) [Link](#)

Poetry

- A Bird came down the Walk (Emily Dickinson) (EA) [Link](#)
- Annabel Lee (Edgar Allan Poe) (EA) [Link](#)
- Because I could not stop for Death (Emily Dickinson) (E) [Link](#)
- I Hear America Singing (Walt Whitman) (EA) [Link](#)
- Song of Myself (Walt Whitman) (E) [Link](#)

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- The Old Oaken Bucket (Samuel Woodworth) [Link](#)
- The Raven (Edgar Allan Poe) (E) (This is a CCSS exemplar text for grades 9-10.) [Link](#)
- This is my letter to the World (Emily Dickinson) (EA) [Link](#)
- When Lilacs Last in the Dooryard Bloom'd (Walt Whitman) (EA) [Link](#)

Short Stories

- Billy Budd (Herman Melville) (E) [Link](#)
- Rappaccini's Daughter (Nathaniel Hawthorne) (EA) [Link](#)
- Rip Van Winkle (Washington Irving) [Link](#)
- The Fall of the House of Usher (Edgar Allan Poe) (EA) [Link](#)
- The Legend of Sleepy Hollow (Washington Irving) [Link](#)
- The Minister's Black Veil (Nathaniel Hawthorne) (EA) [Link](#)
- The Piazza (Herman Melville) (EA) [Link](#)
- Young Goodman Brown (Nathaniel Hawthorne) (EA) [Link](#)

Informational Texts

Essays

- Annexation (John O'Sullivan) (United States Magazine and Democratic Review 17, No. 1, 1845) [Link](#)
- Anne Hutchinson: Brief life of Harvard's 'Midwife': 1595-1643 (Peter J. Gomes)
- Civil Disobedience (Henry David Thoreau) (EA) [Link](#)
- Self-Reliance (Ralph Waldo Emerson) (EA) [Link](#)
- Society and Solitude (Ralph Waldo Emerson) (E) [Link](#)

Nonfiction

- Walden; or, Life in the Woods (Henry David Thoreau) (E) [Link](#)

Speeches

- Address to William Henry Harrison (1810) (Shawnee Chief Tecumseh) [Link](#)

Art, Music, and Media Art

- Albert Bierstadt, Looking Down Yosemite Valley (1865) [Link](#)
- Asher Durand, Kindred Spirits (1849) [Link](#)

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- Frederic Church, Niagara (1857) [Link](#)
- George Inness, The Lackawanna Valley (1855) [Link](#)
- Thomas Cole, Romantic Landscape with Ruined Tower (1832-1836) [Link](#)

Additional Online Resources

- The Life of Anne Hutchinson (RL.11-12.1, RI.11-12.1) [Link](#)
- Africans in America (Part 3) (PBS) (RL.11-12.1, RI.11-12.1, LS.11-12.1) [Link](#)
- The American Renaissance and Transcendentalism (PBS) (RL.11-12.9) [Link](#)
- Walt Whitman’s Notebooks and Poetry: The Sweep of the Universe (National Endowment for the Humanities) (RL.11- 12.4) [Link](#)

POTENTIAL ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Narrative Writing:** In “Self-Reliance,” Emerson states, “Trust thyself: every heart vibrates to that iron string.” Share a story about a time you trusted yourself and the lesson(s) you learned from that experience. (W.11-12.3)
- **Narrative Writing:** In “Self-Reliance,” Emerson states, “A man is relieved and gay when he has put his heart into his work and done his best.” Share a story about one of your greatest successes and the work you did to achieve that success. (W.11-12.3)
- **Narrative Writing:** In “Civil Disobedience,” Thoreau states, “Unjust laws exist; shall we be content to obey them, or shall we endeavor to amend them, or obey them until we have succeeded, or shall we transgress them at once?” In a narrative, share an experience (personal, historical, fictional, etc.) where a person challenged an unjust situation. Share why the injustice was challenged, what the results of that challenge were, and whether that challenge changed the situation for the person or their society. (W.11-12.3)
- **Narrative Writing:** The Transcendentalists placed value on having a personal code that guided their lives. In a narrative essay, share a value you hold dear and how that value impacts your life.
- **Art, Speaking, and Listening:** After reading literary examples of American romanticism, examine the paintings featured. Why do you believe these are romantic paintings? What visual aspects do the artists employ to interact with the viewer? How do they use the formal principles of art and design? View Thomas Cole’s work “Romantic Landscape with Ruined Tower.” What has Cole done to create a “romantic landscape”? Continue viewing the other works of art as comparisons. After viewing all of these paintings, what do you think are the characteristics of a romantic work of art? Brainstorm a list of the visual aspects of romantic painting. (SL.11.2, SL.11.3)
- **Language Usage, Vocabulary:** Keep track of new words (or different uses of words that you know) in the works read in this unit. Use the dictionary to confirm the words’ definitions and parts of speech. Note their etymology and whether or how the author used the word differently than it is used today. In your journal—or on a shared spreadsheet completed with others—write new sentences of your own using each new word encountered. (L.11-12.4, W.11-12.4, W.11-12.6)

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WRITING FOCI: Quarter 2 - Expository/Informative

Informational

- Examine a significant historical event or cultural shift which impacted the writers, thinkers, or artists of this literary time period. Write an essay discussing the event or shift and its cultural impact.
 - Concord, Massachusetts was known to be a supportive community for Romantic and Transcendentalist authors and artists. After researching the community, write an informational essay which discusses the significant historical events or cultural shifts which drew the Romantics and Transcendentalists to Concord.
- Select a piece of literature and discuss the impact regionalism plays in the piece (setting, theme, symbolism, etc.). Be sure to reference quotes from the piece as evidence.

Additional prompts can support reading standards and/or units

Argument

- Select an argument made in a Transcendentalist piece and use textual evidence to support your agreement or disagreement with the author's points.
 - Agree or disagree with this Emerson quotation: "What is popularly called Transcendentalism among us, is Idealism; Idealism as it appears in 1842." Use at least three pieces of textual evidence to support your opinion.
- Select a short story and explain why you think it is a good example of American Romanticism. Use at least three pieces of textual evidence to support your position.
- Historical figures are sometimes referenced or portrayed in fictional texts. Compare the fictional figure to their historical counterpart. Use evidence from the literary text and informational texts you reference to argue whether or not their inclusion is warranted in the piece of literature. Also examine whether or not they are portrayed fairly.
 - (This writing assignment would follow the reading of biographical information about Anne Hutchinson—such as the Gomes essay—and *The Scarlet Letter* by Nathaniel Hawthorne.): In Chapter One of *The Scarlet Letter*, the author describes a rosebush that "had sprung up under the footsteps of the sainted Anne Hutchinson." In the closing chapter of the novel, the narrator observes that Hester "assured them ... of her firm belief that, at some higher period, when the world should have grown ripe for it, in heaven's own time, a new truth would be revealed, in order to establish the whole relation between man and woman on a surer ground of mutual happiness." Write an argument in response to the following question: Why does Hawthorne choose an intellectual rebel, Anne Hutchinson, to frame the story of Hester Prynne? Cite evidence from the texts to support your thesis; include citations from Hutchinson's own work, if possible.

Narrative

- Write a narrative essay which mirrors the style of Transcendentalist writers in its topic or theme.
 - *Walden* is a series of essays which tie experiences in the natural world to the philosophical lessons learned from those experiences. Write your own narrative essay in the style of *Walden*, focusing on an event you have experienced in nature and what you learned from that experience.

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- Write a short story which utilizes Gothic elements to enhance the plot, tone, or style of the piece.
- Write a poem which utilizes elements of either traditional or free verse poets to enhance its theme.
 - Retell “The Raven” from the perspective of the bird. Use poetic form and elements in your poem, attempting to mimic the traditional style of Poe’s work.
 - Retell “The Raven” from the perspective of the bird through a rap. Use poetic or musical forms and elements in your rap, maintaining the themes of the original poem.

VOCABULARY

Alliteration
Anaphora
Assonance
Consonance
Individualism

Lyric poetry
Manifest destiny
Metonymy
Noble savage
Paradox

Romanticism
Synecdoche
Transcendentalism
Verbal irony

TECH SKILLS

I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Recognize, explain, and avoid plagiarism.
- Reach beyond familiar programs and experiment with more than one possible outcome in order to meet criteria.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Find pertinent research by searching appropriate keywords in databases.
- Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Locate and interpret pertinent research in non-text formats such as video, photos, infographics, maps, charts, graphs, and audio recordings/podcasts.

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Semester 2 (Units 4-6)

Unit 4: A Troubled Young Nation

ENDURING UNDERSTANDING(S):

Students will expand their idea of the American individual and how this relates to the pursuit of liberty in various forms.

ESSENTIAL QUESTIONS:

- How do the themes in American literature of the nineteenth century (e.g. individualism, racial inequality, the American Dream, and “civilized society” vs. the wilderness) develop in fiction and nonfiction texts?
- How are related themes in different genres (e.g. *The Adventures of Huckleberry Finn* and *Narrative of the Life of Frederick Douglass, an American Slave*) addressed?
- How do fictional characters in late nineteenth-century America express the historical challenges facing America at the time?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.3 - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.5 - Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RI.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. and world documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

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comprehension.

- b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - a) W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).
Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses].”).
 - SL.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data or information.
 - SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
 - L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a) Observe hyphenation conventions.
 - b) Spell correctly.
 - L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

I CAN ... (student-friendly language)

- RL.3
 - Explain why the author chose certain story sequence elements (setting; characters; events/outcomes in rising action, climax, and

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- resolution; and theme) and how their choices affect their story.
- Examine and explain how the story would change if any of these story sequence elements were changed by citing evidence from the text.
- RL.5
 - Examine how the author’s structural choices, pacing, and dramatic elements impact the text’s meaning, along with the story’s flow and rhythm.
 - Identify the structure of the text.
 - Analyze how changing an aspect of the structure, pacing, or dramatic elements of the text would change the overall meaning.
- RL.7
 - Evaluate how each portrayal interprets the source text, noting how that interpretation affects the text’s intent.
 - Read and/or watch multiple portrayals of a story, drama, or poem.
- RI.3
 - Determine the organization of an author’s main points, ideas, or textual events.
 - Examine the effectiveness of a text’s argument using my knowledge of an author’s organizational strategy.
 - Explain how characters, ideas, or events interact and develop throughout the text.
- RI.7
 - Closely examine multiple accounts of a subject from different media sources.
 - Identify the similarities and differences between various accounts of a subject.
 - Determine which parts from different sources can be used together to effectively make a point.
- RI.9
 - Analyze a variety of texts from different time periods to determine their historical and literary significance.
 - Evaluate the themes, purposes, and other rhetorical elements of important historic and literary texts.
- W.2
 - Brainstorm multiple topics or ideas.
 - Choose a single, supportable topic from a variety of choices.
 - Outline and organize an essay on a specific topic.
 - Write a clear thesis statement.
 - Use formatting to logically organize my essay.
 - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
Choose the most relevant facts to use in support of a claim from a variety of choices.
 - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
 - Correctly format/embed visuals and graphics into an APA style essay.
 - Explain my thoughts in a logical order to support the evidence of my thesis.
 - Apply appropriate and varied transition words effectively in my writing.
 - Determine what style and tone are appropriate for the audience of my writing.
 - Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.

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- Use literary devices such as metaphors, similes, and analogies to help explain an idea.
- Provide a strong closing statement or paragraph which supports my thesis.
- W.8
 - Find and use multiple sources of information, both in print and digital formats
 - Determine which sources are most effective to answer a posed research question.
 - Effectively integrate research in my writing, while citing that research accurately.
 - Minimize my use of a single resource in comparison to others.
 - Balance research with my own ideas and commentary within a paper.
 - Effectively evaluate when my essay is plagiarized or over-reliant on ideas that aren't my own.
- W.9
 - Plan and write an analysis, reflection, or research paper using evidence from literature and informational texts.
 - Synthesize, reflect on, and communicate my knowledge of American or British ideology based on the large variety of American or British writings.
- SL.2
 - Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral) and determine which are the most credible and accurate.
- SL.6
 - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.2
 - Effectively use parallel structure while writing or speaking.
 - I can communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
 - I use reference works to check more complicated grammar usage.
- L.6
 - Recall and apply academic or subject-specific words and phrases while reading, writing, speaking, or listening.
 - I can independently find (e.g. during the research process) words or phrases which can improve my understanding or expression of a subject.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

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Folk Tales

- Plantation Proverbs (Uncle Remus) [Link](#)
- Promises of Freedom (search for Promises of Freedom (page 25) in the Dance Rhyme Section of the Negro Folk Rhymes ebook) [Link](#)
- The Signifying Monkey

Poetry

- O Captain My Captain (Walt Whitman) [Link](#)

Novels

- Daisy Miller (Henry James) [Link](#)
- Ethan Frome (Edith Wharton) [Link](#)
- My Ántonia (Willa Cather) [Link](#)
- Sister Carrie (Theodore Dreiser) [Link](#)
- The Adventures of Huckleberry Finn (Mark Twain) (EA) [Link](#)
- The Autobiography of an Ex-Coloured Man (James Weldon Johnson) [Link](#)
- The Awakening (Kate Chopin) [Link](#)
- The Call of the Wild (Jack London) [Text Study Link](#)

Short Stories

- Roman Fever (Edith Wharton) [Link](#)
- The Celebrated Jumping Frog of Calaveras County (Mark Twain) (EA) [Link](#)
- The Story of An Hour (Kate Chopin) [Link](#)
- The Yellow Wallpaper (Charlotte Perkins Gilman) [Link](#)
- What Stumped the Bluejays (Mark Twain) (EA) [Link](#)
- To Build a Fire (Jack London) [Link](#)

Informational Texts

Autobiographies

- Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself (Frederick Douglass) (EA) (excerpts) [Link](#)
- The Narrative of Sojourner Truth (Sojourner Truth and Olive Gilbert) [Link](#)
- Twenty Years at Hull House (Jane Addams) (selections) [Link](#)
- Up From Slavery: An Autobiography (Booker T. Washington) [Link](#)
- selections from Original Journals of the Lewis and Clark Expedition: 1804-1806 (Meriwether Lewis and William Clark) [Link](#)

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Essays

- 'I Had Barbara': Women's Ties and Wharton's 'Roman Fever' (Rachel Bowlby) [Link](#)
- 'The Yellow Wallpaper' and Women's Discourse (Karen Ford) [Link](#)
- Why I Wrote 'The Yellow Wallpaper' (Charlotte Perkins Gilman) [Link](#)
- The Lowest Animal (Mark Twain) [Link](#)

Nonfiction

- Bury My Heart at Wounded Knee: An Indian History of the American West (Dee Brown) (E)
- Declaration of Sentiments, Seneca Falls Convention (1848) [Link](#)
- Letter to Albert G. Hodges (Abraham Lincoln) (EA) [Link](#)
- Son of the Morning Star: Custer and the Little Bighorn (Evan S. Connell) (E)
- The Higher Education of Women, from A Voice from the South (Anna Julia Cooper) [Link](#)
- What They Fought For 1861-1865 (James M. McPherson)

Speeches

- A House Divided (Abraham Lincoln) (EA) [Link](#)
- Ain't I a Woman? (Sojourner Truth) (May 29, 1851) [Link](#)
- I will fight no more forever (Chief Joseph the Younger of the Nez Perce Nation) (October 5, 1877) [Link](#)
- The Gettysburg Address (Abraham Lincoln) (E) [Link](#)

Art, Music and Media

Spirituals

- All God's Children Had Wings (Traditional) [Audio Link](#)
- Go Down, Moses (Traditional) [Audio Link](#)
- I Thank God I'm Free at Last (Traditional) [Audio Link](#) [Text Link](#)
- Lift Every Voice and Sing (James Weldon Johnson) (E) [Audio Link](#) [Text Link](#)
- Promises of Freedom (Traditional)
- Swing Low, Sweet Chariot (Traditional) [Link](#)

Art

- Winslow Homer [Link](#)
- Thomas Eakins [Link](#)

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Film

- Ed Bell and Thomas Lennon, dir., "Unchained Memories" (2003)

Additional Online Resources

- Africans in America (Part 4) (PBS) (RL.11-12.1, RI.11-12.1, LS.11-12.1) [Link](#)
- Melting Pot: American Fiction of Immigration (PBS) [Link](#)
- Charlotte Perkins Gilman's "The Yellow Wallpaper"—Writing Women (National Endowment for the Humanities) (RL.11-12.1, RI.11-12.2) [Link](#)
- The New Americans (PBS) (RI.11-12.7) [Link](#)
- Critical Ways of Seeing The Adventures of Huckleberry Finn in Context (National Endowment for the Humanities) (RL.11-12.6) [Link](#)
- After the American Revolution: Free African Americans in the North (National Endowment for the Humanities) (RL.11-12.6) [Link](#)
- Personal or Social Tragedy?—A Close Reading of Edith Wharton's Ethan Frome (National Endowment for the Humanities) (RL.11-12.1, RI.11-12.2) [Link](#)

ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Art, Speaking and Listening:** Focus on the Homer painting. Without knowing any background information on the time period or setting of this work, discuss the following questions with classmates: What do you think might be going on in this scene? Who are these women? Notice each person's dress and body position. What do these details suggest about their relationships? Note that the painting is sectioned. But where is the division: between the white woman and the black family, or at the painting's center, to the left of the central figure? How does noticing this division add to our understanding of the relationships in the painting? What do you think each character might be thinking or feeling? Why do you think Homer created such a complex composition to depict what at first appears to be a simple interaction? Now learn some background information about the painting. Did you come up with "correct" assumptions? Is there a "right" answer to analyzing this work of art? (SL.11-12.1, SL.11-12.2, SL.11-12.4, SL.11-12.5)
- **Reading Literature, Multimedia Presentation:** Create a mixed-media presentation that summarizes one of the novels you've read and presents questions that you think the novel raises about its uniquely American themes. (RL.11-12.1, W.11-12.6, SL.11-12.5)
- **Language Usage:** Examine a page from one of the stories in this unit (selected by the teacher) and highlight the prepositional phrases; identify what they modify and determine whether they are adjectival or adverbial. (L.11-12.1)

WRITING FOCI: Quarter 3 - Argumentative

Argument

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- Select a literary character and make an argument on whether they embody the values inherent in the American Dream. Use textual evidence to support your thesis. (RL.11.1, 11.9, W.11.1)
 - Does Huckleberry Finn embody the values inherent in the American Dream? Write an argument in which you use at least three pieces of evidence to support an original thesis statement.
- Explore the suffragette movement in America. Make an argument about positions explored in the literature and use textual evidence to support your beliefs.
 - Write an argument in which you agree or disagree with the following statement, offering at least three pieces of evidence from the texts to support your position: Women in nineteenth-century America could not really be free. (RI.11.1, W.11.1)
 - Sojourner Truth’s speech “Ain’t I a Woman?” is considered a literary pillar of the American suffragette movement. Examine the persuasive techniques she used in this short speech and discuss whether or not it achieved its purpose in defaming the anti-feminist arguments of the time. (RI.11.1, 11.2, 11.5, 11.6, 11.9, W.11.1)
 - Which is more injurious to the narrator of “The Yellow Wallpaper”—the psychological demons or the societal demons she faces? (RL.11.1, 11.2, 11.9, W.11.1)

Additional prompts can support reading standards and/or units

Informational

- After reading work by feminist authors, write an informative/explanatory essay in which you explore how authors, historical figures, or characters explore cultural views of females in society.
 - Edith Wharton, Charlotte Perkins Gilman, and Kate Chopin are often referred to as feminist authors. Their protagonists are usually women, and their conflicts are frequently with men. Read two of the following stories: “Roman Fever” by Edith Wharton, “The Yellow Wallpaper” by Charlotte Perkins Gilman, and “The Story of an Hour” by Kate Chopin. Then, write an informative/explanatory essay in which you explore how the positioning of the women protagonists in the stories exposes the authors’ views of women in society. (Extension: For further literary analysis upon which students may draw, they can read “‘The Yellow Wallpaper’ and Women’s Discourse” by Karen Ford and/or “‘I Had Barbara’: Women’s Ties and Wharton’s ‘Roman Fever’” by Rachel Bowlby.)
 - Choose two women from among the works studied and compare and contrast their life experiences, noting the ways in which they either exemplified or were an exception to the times in which they lived. Use at least three pieces of evidence from the texts to support an original thesis statement.
- Select a character who crosses social, cultural, or racial divides. How does this character change or remain static based on their experiences in both worlds?
 - In *The Adventures of Huckleberry Finn*, Huck is torn between the “civilized” world and the freedom he finds on the Mississippi River. Explain how Twain contrasts the opposing worlds and what Huck gains from his experiences in both worlds by the end of the novel.
 - How does Mark Twain address the issue of slavery through Huck’s point of view in *The Adventures of Huckleberry Finn*? Use at least three pieces of textual evidence to support an original thesis statement.

Research

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- Research a topic related to a piece of literature (fiction or nonfiction). Use textual evidence from a variety of sources to teach the reader about the topic.
 - Research one of the battles of the Civil War. Using documents from the Library of Congress (loc.gov) or National Archives (archives.gov), discuss the events of the battle and its impact on the course of the Civil War.
 - Using reliable sources, explore the topic of the medical treatments of mental health in the United States at this time. In a well-organized paper, use your research to discuss society’s view of mental health during this time, the treatments used, and the impact of those treatments on modern medicine.
 - Using historical documents, interviews, letters, journals, or oral histories, research the impact Westward Expansion or the Civil War had on Native American tribes or nations. Use at least three sources in your paper.

Narrative

- Select a key historical moment of the Civil War. Write a narrative story which uses point of view, description, dialogue, and other narrative elements to share the event with the reader.
- Write a narrative essay about a situation (personal, fictional, or historical) that required perseverance in the face of adversity and how the situation was resolved.
- Write a narrative about a time you expressed yourself in the face of adversity. Make use of internal thoughts, dialogue, and sensory details.

VOCABULARY

Abolition American Dream Assimilation Autobiography	Biography Determinism “Melting pot” Mood	Naturalism Realism Regionalism Satire
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TECH SKILLS

I CAN...

- Recognize, explain, and avoid plagiarism.
- Reach beyond familiar programs and experiment with more than one possible outcome in order to meet criteria.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Discuss a variety of information perspectives and ideas in an analytical, rather than cynical, way while finding a solution to a problem.
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.

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- Critically select and effectively use technologies (programs and apps), taking into consideration their capabilities and limitations, that will meet my intended outcome and the needs of my audience.
- Create a multimedia product that considers purpose, audience, and message in a way that is enhanced by the design.
- Use screencasts and/or movie editing software to create a permanent presentation.
- Develop and use criteria to evaluate the purpose of a presentation or product and identify more effective ways to reach an audience.

Unit 5: Emerging Modernism

ENDURING UNDERSTANDING(S):

Students will explore how modernization resulted in isolation and disillusionment in the early American twentieth century.

ESSENTIAL QUESTIONS:

- What are the origins of the Harlem Renaissance?
- How did historical events impact and emerge in the literature and arts of works from the Harlem Renaissance poets, authors, musicians, and artists?
- What was the *Lost Generation* and how were its ties to the historical context expressed in experimental works?
- How do modernist ideas impact the style and content of their works?
- How does the alienation of “modern man” impact the concept of the “American Dream”?

STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (ambiguity).
- RI.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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- RL.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- W.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
- W.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

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- Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., “it drives me up a wall”) as clues to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

I CAN ... (student-friendly language)

- RL.1
 - Support my analysis of a text using specific information, and then explaining how those citations support my analysis.
 - Properly cite textual evidence using APA formatting.
- RI.2
 - Identify the main ideas or the themes of a text after reading the piece.
 - Find specific evidence of a main idea or theme within a text.
 - Analyze how a text portrays a theme, including how it is connected to other themes.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.4
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
 - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
 - Examine the multiple meanings of words and how the shades of meanings impact the text’s meaning or tone.
 - Examine the author’s language choices and how they affect the tone of a text (through rhythm, stressed syllables, name-calling, and local color).
- RL.6
 - Determine point of view.
 - Distinguish what is stated from the subtext.
 - Distinguish elements of satire used to portray point of view.
- RI.1
 - Find and refer to specific, relevant textual examples (both explicit and inferred) to support an opinion about the text.
 - Identify and examine areas the text left open for interpretation.
- RI.5
 - Identify the way an author organizes or structures a text.

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- Determine if the text’s message is clear, convincing, and interesting.
- RI.8
 - Break down and evaluate the reasoning in historic texts by paraphrasing the text.
 - Evaluate the opinions, premises, purposes, and arguments of a text using evidence to support my reasoning or opinion.
 - Identify and evaluate the impact a specific historic text has over time.
- W.3
 - Create character(s) and narrator(s) who have depth and a recognizable character arc.
 - Capture a reader’s attention with an effective narrative hook.
 - Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
 - Effectively organize narrative plot elements.
 - Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
 - Use narrative writing conventions (archetypal and plot elements, varied writing forms, etc.).
 - Create an engaging narrative using precise, descriptive language and sensory details.
 - Provide an effective and satisfying conclusion to a narrative piece.
- W.4
 - Write papers, which meet specific requirements for an audience or a task.
 - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- W.5
- Follow the steps of the writing process to strengthen my writing.
 - Prioritize the steps of the writing process for assignments with a condensed timeline.
 - Make myself a formative element within another author’s writing process (peer review).
- W.6
- Produce and publish individual or shared writing pieces using technology (e.g., Canvas, Internet, Google Docs, etc.).
- SL.4
- Present information or supporting evidence in a clear, concise, logical manner when speaking.
 - Adjust my speech so it is appropriate for the purpose, task, and audience of the presentation.
- SL.5
- Clarify information given in presentations by using digital media as support.
- L.4
- Figure out and define unknown words.
 - Clarify the difference between words with multiple meanings.
 - Use roots or cultural knowledge to determine a word’s meaning.
 - Use context clues to determine a word’s meaning.
 - Recognize dialect or idiomatic expressions within a piece of literature.
 - Identify how words will change to become different parts of speech.

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- Gather information regarding proper word usage (e.g. for a new word) from a variety of reference materials.
- Find information on how to pronounce a word.
- Check whether my guess at a word's definition is correct and change my definition as needed.
- L.6
- Recall and apply academic or subject-specific words and phrases while reading, writing, speaking, or listening.
 - Independently find (e.g. during the research process) words or phrases which can improve my understanding or expression of a subject.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Drama

- The Piano Lesson (August Wilson)

Novels

- A Farewell to Arms (Ernest Hemingway) (E)
- As I Lay Dying (William Faulkner) (E)
- Of Mice and Men (John Steinbeck) (EA)
- The Great Gatsby (F. Scott Fitzgerald) (E) [Link](#)
- The Pearl (John Steinbeck) (EA)
- Their Eyes Were Watching God (Zora Neale Hurston) (E)
- Winesburg, Ohio (Sherwood Anderson) (selections) [Link](#)

Poetry

- A High-Toned Old Christian Woman (Wallace Stevens) [Link](#)
- Birches (Robert Frost) (EA) [Link](#)
- Conscientious Objector (Edna St. Vincent Millay) (EA) [Link](#)
- Domination of Black (Wallace Stevens) [Link](#)
- Grass (Carl Sandburg) (EA) [Link](#)
- Harlem (Langston Hughes) (EA) [Link](#)
- In the Dordogne (John Peale Bishop)
- Mother to Son (Langston Hughes) (EA) [Link](#)

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- Poetry (Marianne Moore) [Link](#)
- Richard Cory (E.A. Robinson) [Link](#)
- Tableau (Countee Cullen) (EA) [Link](#)
- The Death of the Hired Man (Robert Frost) (EA) [Link](#)
- The House on the Hill (E.A. Robinson) [Link](#)
- The Love Song of J. Alfred Prufrock (T.S. Eliot) (E) [Link](#)
- The Negro Speaks of Rivers (Langston Hughes) (EA) [Link](#)
- The Pisan Cantos (Ezra Pound) (selections)
- The Road Not Taken (Robert Frost) (E) (This is a CCSS exemplar text for grades 6-8.) [Link](#)
- The Silent Slain (Archibald MacLeish) [Link](#)
- Yet Do I Marvel (Countee Cullen) (E) (This is a CCSS exemplar text for grades 9-10.) [Link](#)
- Buffalo Bill (E.E. Cummings) [Link](#)
- pity this busy monster,manunkind,” (E.E. Cummings) [Link](#)
- Chicago (Carl Sandburg) [Link](#)
- Fog (Carl Sandburg) [Link](#)
- Grass (Carl Sandburg) [Link](#)

Short Stories

- A Clean, Well-Lighted Place (Ernest Hemingway) (EA) [Link](#)
- A Rose for Emily (William Faulkner) (EA) [Link](#)
- Hills Like White Elephants (Ernest Hemingway) (EA) [Link](#)
- The Snows of Kilimanjaro (Ernest Hemingway) (EA) [Link](#)
- Babylon Revisited (F. Scott Fitzgerald) [Link](#)
- Bernice Bobs Her Hair (F. Scott Fitzgerald) [Link](#)
- Selections from Mules and Men (Zora Neale Hurston) [Link](#)
- A Wagner Matinee (Willa Cather) [Link](#)

Informational Texts

Essays

- A Farewell to Arms: The Impact of Irony and the Irrational (Fred H. Marcus) (available through JSTOR)
- If Black English Isn't a Language, Then Tell Me, What Is? (James Baldwin) [Link](#)
- The Great Gatsby and the Twenties (Ronald Berman)
- Towards a Definition of American Modernism (Daniel Joseph Singal, American Quarterly 39, Spring 1987, 7-26)

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Nonfiction

- Lee Surrenders to Grant, April 9th, 1865 (Horace Porter) (E) [Link](#)

Speeches

- Hope Despair and Memory (Elie Wiesel) (E) [Link](#)
- State of the Union Address (Franklin Delano Roosevelt) (E) [Link](#)
- Black Elk Speaks (Black Elk, as told through John G. Neihardt) (selections)
- The Solitude of Self (February 20, 1892) (Elizabeth Cady Stanton) [Link](#)
- The Spirit of Liberty speech at “I Am an American Day” (Learned Hand, 1944) (EA) [Link](#)

Art, Music, and Media Art

- Alfred Stieglitz, From the Back Window, 291 (1915) [Link](#)
- Arthur Dove, Goat (1934) [Link](#)
- Charles Demuth, My Egypt (1927) [Link](#)
- Charles Sheeler, Criss-Crossed Conveyors, River Rouge Plant, Ford Motor Company (1927) [Link](#)
- Georgia O’Keeffe, Ram’s Head, Blue Morning Glory (1938) [Link](#)
- Imogen Cunningham, Two Callas (1929) [Link](#)
- Jacob Lawrence, War Series: The Letter (1946) [Link](#)
- Marsden Hartley, Mount Katahdin, Maine (1939-1940) [Link](#)
- Stuart Davis, Owh! In San Pao (1951) [Link](#)

Additional Online Resources

- Introduction to Modernist Poetry (National Endowment for the Humanities) (RL.11-12.4) [Link](#)
- Faulkner’s As I Lay Dying: Form of a Funeral (National Endowment for the Humanities) (RL.11-12.3, RL.11-12.5) [Link](#)

POTENTIAL ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Narrative Writing:** Write a narrative which details a time that you “took the [road] less travelled by” and show the significance of your experience through narrative techniques. (W.11-12.3, L.11-12.1, L.11-12.2)
- **Argument Writing, Oral Presentation:** Discuss what you think Learned Hand meant when he said of Americans, “For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land.” Cite examples from works read in this unit and describe how the characters exhibit this quality. Record your recitation using a video camera so you can evaluate how well you discussed Hand’s quotation. (Note: This quotation could also be used as a

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prompt for argument, asking students to agree or disagree with Hand and requiring at least three pieces of evidence to support the position.) (RL.11-12.9, SL.11-2.4, L.11-12.5)

- **Multimedia Presentation:** Make a formal multimedia presentation in which you define and discuss the Lost Generation in American literary history. Cite at least three sources.(RL.11-12.9, W.11-12.6, SL.11-12.5)
- **Language Mechanics:** Read the draft of a classmate’s essay and highlight all the independent and dependent clauses; make sure they are punctuated correctly. (L.11-12.1, L.11-12.2)

WRITING FOCI: Quarter 3 - Argumentative; Quarter 4 - Research

Argumentative Writing:

- Select two characters from pieces of literature by different authors from the Lost Generation. Use textual evidence to support an argument of whether or not these characters are similar.
 - After reading "The Love Song of J. Alfred Prufrock" and *The Great Gatsby*, decide whether you agree or disagree with the following statement: Prufrock and Gatsby have similar characters. Use at least three pieces of textual evidence to support your position.
- How do the poems of this unit grapple with the topics of hope and despair? In the poems selected for reference in your paper, does hope or despair triumph? Use textual evidence to support your position.

Additional prompts can support reading standards and/or units

Narrative

- Select a historical or current social issue of interest to you. Utilizing narrative techniques of modernist authors, write a short narrative essay about this issue. Describe how you learned about this social issue and why you connected to it.
- Select a short story and examine how point of view and narrator voice impact its theme or the events of the story’s plot.
 - After reading Faulkner’s “A Rose for Emily,” write a short narrative retelling an event from the story in either Miss Emily or Homer Barron’s perspective. Reference details from the original text in your narrative to maintain the plot’s pace and impact, or to fill in gaps in the non-linear plot.
 - After reading Fitzgerald’s “Babylon Revisited,” write a short narrative retelling Part II from Honoria’s point of view, or Part III from Marion’s point of view. Reference details from the original text in your narrative to support the story’s overall tone or themes.
- Utilizing poetic techniques of modernist authors, write original poetry which practices the intentional use of poetic devices.
 - Conduct a close reading of Langston Hughes's "The Negro Speaks of Rivers," "Mother to Son," and "Harlem," identifying Hughes’s use of metaphors to depict ideas. After reading the poems, compose your own poem where you make use of metaphors similarly to Hughes.

Informational

- Examine the impact of literary devices or elements on this unit’s literature. Use textual evidence to support your position.
 - What are the effects of the shifting point of view on the reader’s understanding of events in *As I Lay Dying*? Why do you think Faulkner chose to tell the story from different points of view? Use at least three pieces of textual evidence to support your position.

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- How does the use of the unreliable narrator Nick Carraway in *The Great Gatsby* impact the reader’s interpretation of Jay Gatsby and his motives?
- Using a piece of literature from this unit, examine and discuss the author’s view of the American Dream and its attainability for characters within the piece. Be sure to use at least three examples of textual evidence as support.
- Explore shifts in the cultural perspective of the American Dream through literature and the historical context of this era.
 - Write an essay in which you explain how “Bernice Bobs her Hair” reflects societal norms of the 20s. In your essay you should also consider whether or not these norms still exist and if they are still reflected in pop culture today.

Research

- Research a topic related to a piece of literature (fiction or nonfiction). Use textual evidence from a variety of sources to teach the reader about the topic.
 - Using articles, interviews, or historical documents (letters, journals, etc.) examine the role American expatriates played in shaping the international view of American society or American literature. Additionally, you may examine expatriates who became involved in the events of WWII. Use at least three sources in your paper.
 - Research the Great Depression and its impact on the Midwestern United States. In a well-organized research paper, discuss how American authors of fiction and nonfiction portrayed the Great Depression and shaped public perspective on the issues facing those from the Midwest.
 - Research bullfighting and its cultural significance in Spain. Using textual evidence from a variety of sources, evaluate the accuracy of its representation in Hemingway’s *As the Sun Also Rises*.

VOCABULARY

Alienation American modernism Dialect Disillusionment Flashback	Foreshadowing “Great migration” Harlem Renaissance Industrialization Interior monologue	The Lost Generation Motif Stream of consciousness Villanelle
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TECH SKILLS

I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Recognize, explain, and avoid plagiarism.
- Reach beyond familiar programs and experiment with more than one possible outcome in order to meet criteria.

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- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Discuss a variety of information perspectives and ideas in an analytical, rather than cynical, way while finding a solution to a problem.
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Find pertinent research by searching appropriate keywords in databases.
- Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Locate and interpret pertinent research in non-text formats such as video, photos, infographics, maps, charts, graphs, and audio recordings/podcasts.
- Critically select and effectively use technologies (programs and apps), taking into consideration their capabilities and limitations, that will meet my intended outcome and the needs of my audience.
- Create a multimedia product that considers purpose, audience, and message in a way that is enhanced by the design.
- Use screencasts and/or movie editing software to create a permanent presentation.
- Develop and use criteria to evaluate the purpose of a presentation or product and identify more effective ways to reach an audience.

Unit 6: Challenges and Successes of the Twentieth Century

ENDURING UNDERSTANDING(S):

Students interpret how the evolution of the American Dream builds to modern movements in contemporary literature and culture.

ESSENTIAL QUESTIONS:

- How does the short story develop in post-World War II America?
- How are 20th century literary movements (Beat generation, Southern Gothic, etc.) influenced by preceding literature and how do these movements continue to influence literature?
- How does the emergence of dynamic views in literary texts relate to issues faced in contemporary American culture?

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STUDENT LEARNER OUTCOMES (standards)

What will students know and be able to do as a result of this topic/unit?

STUDENTS WILL... (state standards)

- RL.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.4 - Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.6 - Discern an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.
- RI.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e) Provide a concluding statement or section that follows from and supports the argument presented.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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- b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- 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.
 - W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a) 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.
 - b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d) Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
 - SL.3 - Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
 - SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
 - L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

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- 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.
 - a) Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b) Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.

I CAN ... (student-friendly language)

- RL.3
 - Explain why the author chose certain story sequence elements (setting; characters; events/outcomes in rising action, climax, and resolution; and theme) and how their choices affect their story.
 - Examine and explain how the story would change if any of these story sequence elements were changed by citing evidence from the text.
- RL.5
 - I can examine how the author's structural choices, pacing, and dramatic elements impact the text's meaning, along with the story's flow and rhythm.
 - Identify the structure of the text.
 - Analyze how changing an aspect of the structure, pacing, or dramatic elements of the text would change the overall meaning.
- RL.7
 - Evaluate how each portrayal interprets the source text, noting how that interpretation affects the text's intent.
 - Read and/or watch multiple portrayals of a story, drama, or poem.
- RL.9
 - Show how two or more texts from the same time period examine the same theme or topic.
 - Read a variety of American literature, crossing genres and time periods.
- RI.2
 - Find specific evidence of a main idea or theme within a text.
 - Identify the main idea or the theme of a text after reading the piece.
 - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.4
 - Analyze and explain how an author's word choice can change the meaning or tone of a text.
 - Determine the meaning of a word or phrase from context or when it is used in literary devices.
- RI.6
 - Analyze how an author's word choice and rhetoric impact the point of view or purpose of a text.
 - Determine an author's point of view or purpose in a text.
 - Explain how an author's style (ex: figurative language; the way words are used) and content either add or detract to their overall

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message.

- RI.7
 - Identify the similarities and differences between various accounts of a subject.
 - Closely examine multiple accounts of a subject from different media sources.
 - Determine which parts from different sources can be used together to effectively make a point.
- W.1 - Persuasive
 - Write a clear thesis statement.
 - Use valid and reliable evidence to support my thesis.
 - Outline and explain my thoughts in a logical, persuasive order.
 - Introduce evidence and claims which support my thesis.
 - Fairly and thoroughly acknowledge counterclaims which go against my thesis and explain why my support is stronger.
 - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
 - Determine what style and tone are appropriate for the audience of my essay.
 - Provide a strong closing statement or paragraph which supports my thesis.
- W.2 Expository/Informative
 - Brainstorm multiple topics or ideas.
 - Choose a single, supportable topic from a variety of choices.
 - Outline and organize an essay on a specific topic.
 - Write a clear thesis statement.
 - Use formatting to logically organize my essay.
 - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
 - Choose the most relevant facts to use in support of a claim from a variety of choices.
 - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
 - Correctly format/embed visuals and graphics into an APA style essay.
 - Explain my thoughts in a logical order to support the evidence of my thesis.
 - Apply appropriate and varied transition words effectively in my writing.
 - Determine what style and tone are appropriate for the audience of my writing.
 - Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
 - Use literary devices such as metaphors, similes, and analogies to help explain an idea.
 - Provide a strong closing statement or paragraph which supports my thesis.
- W.7
 - Adjust my research area of focus as needed for my project (based on continued learning during research).
 - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
 - Combine information from multiple sources to support my research and findings.
- W.8

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- Determine which sources are most effective to answer a posed research question.
- Find and use multiple sources of information, both in print and digital formats.
- Effectively integrate research in my writing, while citing that research accurately.
- Minimize my use of a single resource in comparison to others.
- Balance research with my own ideas and commentary within a paper.
- Effectively evaluate when my essay is plagiarized or over-reliant on ideas that aren't my own.
- SL.1
 - Work with my peers to create effective and fair discussion expectations.
 - Initiate discussion or bring up a different perspective in my group.
 - Refer to evidence from research during a discussion on a specific topic.
 - Appropriately pose and respond to questions in a group setting.
 - Maintain an established role in my group to enable civil, democratic discussions, decision-making, and goal-meeting.
 - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
 - Summarize my peers' points and appropriately agree or disagree with those points.
 - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
 - Determine what information still needs to be gathered for further clarification or support within a discussion, and can use that further information to resolve contradictions when possible.
- SL.3
 - Connect key points or claims to specific persuasive techniques.
 - Identify a speaker's points or claims.
 - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.
 - Identify false statements or reasoning by their supporting evidence.
- SL.6
 - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.1
 - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
 - Effectively use parallel structure while writing or speaking.
 - Reference works to check more complicated grammar usage.
- L.3
 - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
 - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
 - Use sentence variety for effect in my writing and recognize and evaluate its use when reading complex texts.
- L.5

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- Recognize figurative language (e.g. literary devices) in a selection of text.
- Examine how figurative language is used to alter the logical sequence of a text (ex. paradox, hyperbole).
- Recognize words which have similar meanings.
- Recognize analogies in a selection of text.
- Determine if an analogy makes an appropriate comparison.

SUGGESTED WORKS

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars; (OOP) indicates a text that is no longer sold nor published.

Literary Texts

Drama

- A Streetcar Named Desire (Tennessee Williams) (EA)
- Death of a Salesman (Arthur Miller) (E)
- A Raisin in the Sun (Lorraine Hansberry)

Novels

- All the Pretty Horses or The Road (Cormac McCarthy)
- Cat's Cradle (Kurt Vonnegut)
- Into the Wild (Jon Krakauer)
- Invisible Man (Ralph Ellison)
- Love Medicine (Louise Erdrich) (EA)
- Native Son (Richard Wright)
- Seize the Day (Saul Bellow)
- Song of Solomon (Toni Morrison) (EA)
- The Bell Jar (Sylvia Plath)
- The Catcher in the Rye (J.D. Salinger)
- The Joy Luck Club (Amy Tan) (EA)

Poetry

- Advice to a Prophet (Richard Wilbur) [Link](#)
- America (Allen Ginsberg) [Link](#)
- Days of 1964 (James Merrill) [Link](#)

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- Happiness (Raymond Carver) [Link](#)
- The Current (Raymond Carver)
- July in Washington (Robert Lowell) [Link](#)
- Love Calls Us to the Things of This World (Richard Wilbur) [Link](#)
- Memories of West Street and Lepke” (Robert Lowell) [Link](#)
- My Friends (W.S. Merwin) [Link](#)
- One Art (Elizabeth Bishop) (EA) [Link](#)
- Sestina (Elizabeth Bishop) (E) [Link](#)
- Skunk Hour (Robert Lowell) [Link](#)
- The Black Swan (James Merrill) [Link](#)
- The Fish (Elizabeth Bishop) (EA) [Link](#)
- The Octopus (James Merrill) [Link](#)
- The Tartar Swept (August Kleinzahler) [Link](#)
- The Visitor (Carolyn Forché) [Link](#)
- Tulips (Sylvia Plath) [Link](#)

Short Stories

- A & P (John Updike) [Link](#)
- A Good Man is Hard to Find (Flannery O’Connor) [Link](#)
- A Small, Good Thing (Raymond Carver) [Link](#)
- Flying Home (Ralph Ellison)
- Petrified Man (Eudora Welty) [Link](#)
- The Man Who Was Almos' a Man (Richard Wright) (EA) [Link](#)
- The Swimmer (John Cheever) [Link](#)
- Where Are You Going, Where Have You Been? (Joyce Carol Oates) [Link](#)

Informational Texts

Autobiographies

- Black Boy (Richard Wright)
- The Autobiography of Malcolm X: As Told to Alex Haley (Malcolm X) (excerpts)

Biographies

- Patton: A Biography (Alan Axelrod) (excerpts)

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Essays

- Seeing or other essays from Pilgrim at Tinker Creek (Annie Dillard) [Link](#)
- Letter from a Birmingham Jail (Martin Luther King, Jr.) [Link](#)
- On Being an American (H.L. Mencken) [Link](#)
- Remembering Richard Wright (Ralph Ellison)
- The Content of His Character (Shelby Steele)

Nonfiction

- The American Language, 4th Edition (H.L. Mencken)
- The Feminine Mystique (Betty Friedan) [Link](#)
- The Good War (Studs Terkel) (excerpts)

Speeches

- Address to the Broadcasting Industry (1961) (Newton Minow) [Link](#)
- Brandenburg Gate Address (June 12, 1987) (Ronald Reagan) [Text Link](#) [Video Link](#)
- Inaugural Address (January 20, 1961) (John F. Kennedy) [Link](#)
- Nobel Prize in Literature Acceptance Speech, 1949 (William Faulkner) (EA) [Link](#)
- Shelby Steele: The Content of His Character (April 30, 1996) [Link](#)

Art, Music, and Media Architecture

- Farnsworth House, Plano, Illinois (1951) [Link](#)
- Seagram Building, New York City, New York (1957) [Link](#)

Art

- Barnett Newman, Concord (1949) [Link](#)
- David Smith, Pillar of Sundays (1945) [Link](#)
- Franz Kline, Untitled (1957) [Link](#)
- Jackson Pollock, Number 28, 1950 (1950) [Link](#)
- Louise Bourgeois, Red Fragmented Figure (1953) [Link](#)
- Mark di Suvero, Are Years What? (For Marianne Moore) (1967) [Link](#)
- Mark Rothko, Untitled (1964) [Link](#)
- Robert Motherwell, Elegy to the Spanish Republic, 70 (1961) [Link](#)
- Willem de Kooning, Excavation (1950) [Link](#)

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Film

- Elia Kazan, dir., *A Streetcar Named Desire* (1951)
- Glenn Jordan, dir., *A Streetcar Named Desire* (1995)
- Media Omnibus: *A Streetcar Named Desire* (television episode, 1955)

Music

- “Blowin’ in the Wind” (Bob Dylan) [Link](#)
- “This Land is Your Land” (Woody Guthrie) [Link](#)
- “Where Have All the Flowers Gone?” (Pete Seeger) [Link](#)

Additional Online Resources

- Every Punctuation Mark Matters: A Mini-lesson on Semicolons (ReadWriteThink) (RI.11-12.9, L.11-12.2, W.11-12.5) [Link](#)
- Exploring *A Streetcar Named Desire* (ArtsEdge, The Kennedy Center) (RL.11-12.3) [Link](#)
- Flannery O’Connor’s “A Good Man is Hard to Find”: “Who’s the Real Misfit?” (National Endowment for the Humanities) (RL.11-12.9) [Link](#)

POTENTIAL ASSESSMENTS

What evidence will demonstrate student achievement of their learning?

- **Argumentative Writing:** In an argumentative essay, describe what you believe the next American literary movement will be and why. Reference the impact of historical and cultural shifts in your reasoning, as well as the impact of previous literary movements. (W.11-12.2, L.11-12.1, L.11-12.2)
- **Argumentative Writing:** Read about a current event, as well as a contemporary literary piece which examines this event. In an argumentative essay, determine whether the literary piece provides a valid perspective on the current event. Potential topics to discuss include the truthfulness of the event’s portrayal, literary themes tied to the event, the author’s life and perspective on the issue, critical discussions of the work’s impact on public perception, etc.
- **Media, Reading Poetry, Oral Presentation:** Play recordings of two of the poets reading their work. Make a presentation to the class about how their reading influences the listener’s interpretation of the poem (e.g., tone, inflection, pitch, emphasis, and pauses). (RL.11-12.4, W.11-12.6, SL.11-12.4, SL.11-12.5, SL.11-12.6)
- **Language Mechanics, Opinion Writing:** Examine a one- to two-page excerpt (selected by the teacher) from *All The Pretty Horses*. Insert punctuation where you think convention would demand it. Explain in a brief essay why you think McCarthy has omitted standard punctuation in some places in his novel. (L.11-12.2, L.11-12.3)
- **Reading Literature, Oral Presentation:** Students will be given an unfamiliar passage from a contemporary novel, poem, or short story and asked to provide a ten-minute commentary on two of the following questions: What are the effects of the dominant images used in this extract?

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Identify the literary or poetic techniques used in this work. Relate them to the content. What do you think the important themes in this extract are? (RL.11-12.1, RL.11-12.4, SL.11-12.4)

Seminars

- **Film, Argument Writing Seminar:** Compare a scene from the 1951 film of *A Streetcar Named Desire* with the same scene in the 1995 film or a stage performance. Do you think the film or stage production is faithful to the author's intent? Why or why not? Cite at least three pieces of evidence to support an original thesis statement. (RL.11-12.7, W.11-12.2, SL.12.1)
- **Reading Literature, Informative Writing Seminar, Art, Speaking and Listening:** The paintings listed are all signal examples of abstract expressionist art. What do you see in each image? Consider these paintings in comparison to romantic painting, discussed in Unit Three, and the early modernist works in Unit Five. Why do you believe the abstract expressionists took such a grand leap away from figurative art (i.e., creating a representational image)? What words come to mind when you see these images? Many of these works are large-scale paintings. Can you appreciate the monumental scale of these works without being in front of them? Do you need to view this image in person to be affected—by the colors, textures, and shapes used? What happens to an image when it is reproduced? (RL.11-12.9, SL.11-12.1, SL.11-12.4)

WRITING FOCI: Quarter 4 - Research

Research

- Write a research paper in which you trace the influence of World War II on American literature. Cite at least three pieces of textual evidence and three secondary sources to support an original thesis statement. The essay should reflect your reasoned judgment about the quality and reliability of sources consulted (i.e., why you emphasize some sources and not others), a balance of paraphrasing and quoting from sources, and proper citation of sources.

Additional prompts can support reading standards and/or units

Narrative

- Select an event from post-WWII American history. After researching the event (including visual media such as photographs, videos, documentaries, radio programs, etc.), write a narrative of the event. Use narrative techniques of contemporary authors as you refine the theme of your piece and reflect on that event's resonance in contemporary American history.
- Write a short story which utilizes the technique of a nonlinear narrative. Turn in the linear plotting/outlining for the story along with the final draft, as well as a short paragraph explaining where you chose to split and mix the narrative and why.
- Select a passage from a novel or short story and adapt it into a script or screenplay. Use stage directions, parentheticals, and other elements of scriptwriting to retain the theme or mood of the passage.
- Write a narrative which employs the "stream of consciousness" style of writing and literary elements (sarcasm, irony, minimalism, etc.).
 - Write a narrative which employs the "stream of consciousness" style of writing and sarcasm similar to *The Catcher in the Rye*.

Argument

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- In an argumentative essay, state which contemporary speech from post-WWII American history is the most impactful and explain your reasoning. Synthesize historical and cultural context as well as details from the speech itself to support your thesis.
- Select a post-WWII film you believe represents a dynamic view of an issue faced in contemporary American culture. Argue the film’s merits and whether its theme and treatment of the issue is successful for a modern audience.

Informational

- Explore an issue faced in American culture (racism, classicism, etc.) and texts which offer dynamic views on the issue. Discuss how opposing views in the national conversation about this topic contribute to an understanding of it. Use evidence from the text to support your findings.
 - In his essay "The Content of His Character," Shelby Steele observes that authors Richard Wright and Ralph Ellison, both African Americans, hold vastly different political visions of America. The protagonists of "The Man Who Was Almost a Man" by Richard Wright and "Flying Home" by Ralph Ellison reflect this philosophical divide. In an informative/explanatory essay, discuss how the authors’ opposing visions of America's promise emerge in two stories.
- Examine how contemporary literature develops and grows on elements from preceding literature. Use textual evidence from contemporary and classic literature to support your findings.
 - Discuss the characterization techniques authors use to create Huckleberry Finn or Jay Gatsby, and John Grady Cole. How are they similar? How are they different? Are some more effective than others? Why? Use at least three pieces of evidence to support an original thesis statement.
 - How do Willy Loman and Tommy Wilhelm contend with being "nobody"? Cite at least three pieces of evidence from *Death of a Salesman* to support an original thesis statement.
- Analyze the use and effectiveness of rhetorical devices in contemporary speeches, using evidence from transcripts and (if available) video or audio recordings.
 - Analyze the way in which John F. Kennedy makes use of rhetorical devices in his inaugural address. Write an explanatory essay in which you focus on one rhetorical strategy which he employs throughout his speech.

VOCABULARY

Beatniks; the Beat Generation Minimalism	Nonlinear narratives Parody	Pastiche Postmodernism
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TECH SKILLS

I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Recognize, explain, and avoid plagiarism.

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- Reach beyond familiar programs and experiment with more than one possible outcome in order to meet criteria.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Find pertinent research by searching appropriate keywords in databases.
- Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Locate and interpret pertinent research in non-text formats such as video, photos, infographics, maps, charts, graphs, and audio recordings/podcasts.