

Language Arts 11 Honors and Regular: *Literature: The American Experience*

Unit 1: The New Land

Biblical Worldview Essential Questions

**How did early Native Americans, explorers and Puritans view God?**

2-3 weeks

LA11H.1, LA11H.2, LA11H.3, LA11H.4, LA11H.5, LA11H.10

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"><li>• study and analyze the different elements of the Native Americans, explorers, and Puritans</li><li>• read and examine various works by Native American individuals and groups</li><li>• read and analyze works by Columbus, de Vaca, Castaneda, and Smith</li><li>• read and study works by Bradford, Bradstreet, Taylor, Edwards, and Mather</li><li>• study background information about each author</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Group and individual reading</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• Prentice Hall <i>Literature: The American Experience</i> 4<sup>th</sup> ed. p. 2-83</li></ul>	<ul style="list-style-type: none"><li>• Quizzes on assigned reading</li><li>• Participation in class discussions</li><li>• Responses to questions in the text</li><li>• Teacher-made test</li></ul>

## Unit 2: The Revolutionary Period

### Biblical Worldview Essential Questions

**How did our Founding Fathers view God?  
How do we see their faith or lack of it in their works?**

2-3 weeks

LA11H.1, LA11H.2, LA11H.3, LA11H.10

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"><li>• discuss and apply the characteristics of the Classical/Enlightenment worldview to their reading</li><li>• read and analyze works by Franklin, Henry, Paine, Jefferson, Wheatley, and Equiano</li><li>• define and recognize examples of the following terms: autobiography, inference, aphorism, oratory, parallelism, personification, and slave narratives</li><li>• study background information about each author</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Group and individual reading</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• Prentice Hall <i>Literature: The American Experience</i> 4<sup>th</sup> ed. p. 87-155</li></ul>	<ul style="list-style-type: none"><li>• Quizzes on assigned reading</li><li>• Participation in class discussions</li><li>• Responses to questions in the text</li><li>• Teacher-made test</li></ul>

### Unit 3: A Growing Nation

#### Biblical Worldview Essential Questions

**Do the works we study in this section of history reflect God?**

2-3 weeks

LA11H.1, LA11H.2, LA11H.3, LA11H.10

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"><li>• discuss and apply the characteristics of Romanticism to their reading</li><li>• read and examine works by Irving, Bryant, and Poe</li><li>• define and recognize examples of the following terms: folk tales, blank verse, single effect, alliteration, consonance, assonance, and allusion</li><li>• study background information about each author</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Group and individual reading</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• Prentice Hall <i>Literature: The American Experience</i> 4<sup>th</sup> ed. p. 160-221</li></ul>	<ul style="list-style-type: none"><li>• Quizzes on assigned reading</li><li>• Participation in class discussions</li><li>• Responses to questions in the text</li><li>• Teacher-made test</li></ul>

## Unit 4: *The Scarlet Letter*

### Biblical Worldview Essential Questions

**Do the strict Puritan views reflect Christianity?**

**Is public humiliation an acceptable form of punishment?**

**Do one's outward actions show one's inward belief?**

**Can Christianity be judged by others?**

3-4 weeks

LA11H. 1, LA11H.2, LA11H.3, LA11H.4, LA11H.5, LA11H.7, LA11H.9, LA11H.10

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"><li>• examine biographical information about Hawthorne</li><li>• discuss background information on the Puritans and Hawthorne's attitude towards them</li><li>• read, comprehend, analyze, and evaluate various elements of <i>The Scarlet Letter</i></li><li>• trace the development of the four main characters</li><li>• recognize and discuss themes in the novel</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Group and individual reading</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• <i>The Scarlet Letter</i> by Nathaniel Hawthorne</li></ul>	<ul style="list-style-type: none"><li>• Quizzes on assigned reading</li><li>• Participation in class discussions</li><li>• Responses to questions from the text</li><li>• Teacher-made test</li></ul>

## Unit 5: New England Renaissance

### Biblical Worldview Essential Questions

**Do the works of the authors in this time period reflect Christ?  
How important is nature in looking at Christianity?**

3-4 weeks

LA11H.1, LA11H.2, LA11H.3, LA11H.10

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"><li>• examine and apply characteristics of Romanticism and Transcendentalism to their reading</li><li>• read and evaluate works by Romantic authors Melville, Longfellow, Holmes, Lowell, and Whittier</li><li>• read and analyze poems by Emily Dickinson</li><li>• read and study works by Transcendental authors Emerson, Thoreau, and Whitman</li><li>• define and recognize examples of the following terms: symbol, symbolism, meter, scansion, tone, imagery, style, apostrophe, free verse</li><li>• study background information about each author</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Group and individual reading</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• Prentice Hall <i>Literature: The American Experience</i> 4<sup>th</sup> ed. p. 222-419</li></ul>	<ul style="list-style-type: none"><li>• Quizzes on assigned reading</li><li>• Participation in class discussions</li><li>• Responses to questions from the text</li><li>• Teacher-made test</li></ul>

## Unit 6: Realism and the Frontier

### Biblical Worldview Essential Questions

**In looking at the works of Twain, how does he deal with Christianity?**

**How does prejudice fit in to a Christian world view?**

**How do Christians view superstition?**

2-3 weeks

LA11H.1, LA11H.2, LA11H.3, LA11H.10

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"><li>• analyze and apply characteristics of Realism and Naturalism to their reading</li><li>• read and study works by Realist authors Twain, Harte, Bierce, Chopin, and Cather</li><li>• read and study works by Naturalist authors London and Crane</li><li>• read and analyze works by Masters and Robinson</li><li>• define and recognize examples of the following terms: narration, humor, regionalism, point of view, irony, characterization, conflict, and the speaker</li><li>• study background information about each author</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Group and individual reading</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• Prentice Hall <i>Literature: The American Experience</i> 4<sup>th</sup> ed. p. 423-549</li></ul>	<ul style="list-style-type: none"><li>• Quizzes on assigned reading</li><li>• Participation in class discussions</li><li>• Responses to questions from the text</li><li>• Teacher-made test</li></ul>

## Unit 7: Modernism—Prose

### Biblical Worldview Essential Questions

**Can authors show Christianity through their characters?  
Do character events show people how to deal with life issues?**

2-3 weeks

LA11H.1, LA11H.2, LA11H.3, LA11H.10

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"><li>• examine and evaluate the characteristics of Modernism in their reading</li><li>• read and analyze works by Modern authors Anderson, Hemingway, Fitzgerald, Porter, Welty, Steinbeck, Faulkner, Hurston, dos Passos, White, Thurber, Wright</li><li>• define and recognize examples of the following terms: round, flat and grotesque characters, characterization, stream of consciousness, ambiguity, setting, theme, autobiography, and personal essays</li><li>• study biographical information for each author</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Group and individual reading</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• Prentice Hall <i>Literature: The American Experience</i> 4<sup>th</sup> ed. p. 553-695</li></ul>	<ul style="list-style-type: none"><li>• Quizzes on assigned reading</li><li>• Participation in class discussions</li><li>• Responses to questions from the text</li><li>• Teacher-made test</li></ul>

## Unit 8: Modernism—Poetry

### Biblical Worldview Essential Questions

**What elements of Christianity are seen in each selection of poetry read?**

2-3 weeks

LA11H.1, LA11H.2, LA11H.3, LA11H.5, LA11H.10

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will:</p> <ul style="list-style-type: none"><li>• study and analyze the characteristics of Modern poetry in their reading</li><li>• read and evaluate works by Modern authors Pound, Eliot, Stevens, Lowell, H.D., Williams, Sandburg, Millay, MacLeish, Moore, Cummings, Frost, Auden, and Hughes</li><li>• define and recognize examples of the following terms: imagism, stream of consciousness, symbolism, dramatic monologue, imagery, rhythm, free verse, theme, similes, style, symbols, satire</li><li>• study biographical information about each author</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Group and individual reading</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• Prentice Hall <i>Literature: The American Experience</i> 4<sup>th</sup> ed. p. 698-797</li></ul>	<ul style="list-style-type: none"><li>• Quizzes on assigned reading</li><li>• Participation in class discussions</li><li>• Responses to questions from the text</li><li>• Teacher-made test</li></ul>



## Unit 9: *The Crucible*

### Biblical Worldview Essential Questions

How was sin reflected in the lives of those in Salem?

What were the Puritan views?

Were people willing to lie and/or stand up for their faith?

Define martyr.

2-3 weeks

LA11H.1, LA11H.2, LA11H.3, LA11H.4, LA11H.5, LA11H.7, LA11H.10

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"><li>• study biographical information about Miller</li><li>• discuss background information to the play and its connection to McCarthyism</li><li>• read, comprehend, analyze and evaluate various elements of <i>The Crucible</i></li><li>• discuss various themes, symbols, etc. in the play</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Group reading</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• Prentice Hall <i>Literature: The American Experience</i> 4<sup>th</sup> ed. p. 1031-1119</li><li>• Video: <i>The Crucible</i></li></ul>	<ul style="list-style-type: none"><li>• Participation in class discussions</li><li>• Responses to questions from the text</li><li>• Teacher-made test</li></ul>

## Unit 10: Contemporary Writers

### Biblical Worldview Essential Questions

How do we see Christianity displayed by characters in these selections?

2-3 weeks

LA11H.1, LA11H.2, LA11H.3, LA11H.10

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"><li>• study and examine characteristics of Post-modernism in their reading</li><li>• read and analyze prose selections from the following contemporary writers: O'Connor, Baldwin, Updike, Oates, Walker, Ellison, Momaday, Cisneros, and Tan</li><li>• read and evaluate poetry selections from the following contemporary authors: Plath, Erdrich, Wright, Rich, Ortiz, and Chang</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Group and individual reading</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• Prentice Hall <i>Literature: The American Experience</i> 4<sup>th</sup> ed. p. 809-1030</li></ul>	<ul style="list-style-type: none"><li>• Quizzes on assigned reading</li><li>• Participation in class discussions</li><li>• Responses to questions from the text</li><li>• Teacher-made test</li></ul>

## Unit 11: *Fahrenheit 451*

### Biblical Worldview Essential Questions

**Is there room in a totalitarian government for Christianity?  
What would you do if the Bible was not allowed to be read?  
Should works be censored?**

3-4 weeks

LA11H.1, LA11H.2, LA11H.3, LA11H.5, LA11H.7, LA11H.8, LA11H.10

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"><li>• study background information on Bradbury</li><li>• analyze and discuss background for the novel and time period in which it was written</li><li>• discuss dystopian literature</li><li>• read, comprehend, analyze and evaluate various elements of <i>Fahrenheit 451</i></li><li>• define and study vocabulary from each part of the novel</li><li>• evaluate the themes, symbols, etc. in the novel</li><li>• discuss and analyze the connections to modern American culture</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Group and individual reading</li><li>• Discussion</li></ul>	<ul style="list-style-type: none"><li>• <i>Fahrenheit 451</i> by Ray Bradbury</li></ul>	<ul style="list-style-type: none"><li>• Quizzes on assigned reading</li><li>• Participation in class discussions</li><li>• Responses to questions from the text</li><li>• Teacher-made test</li></ul>

## Unit 12: Persuasive Research Paper

### Biblical Worldview Essential Questions

Language and communication comes from God; honor Him in all you write.

2<sup>nd</sup> and 3<sup>rd</sup> quarter (approx. 18 weeks)

LA11H.4, LA11H.5, LA11H.6

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"><li>• choose a controversial topic from American history from a teacher-made list</li><li>• write a concise, persuasive thesis statement</li><li>• choose relevant sources</li><li>• write 8-12 source cards (4x6) and write according to MLA format</li><li>• peruse the sources to gain enough information for 100 note cards (3x5)</li><li>• format note cards correctly</li><li>• avoid plagiarism</li><li>• create a clear and well-organized outline</li><li>• create a rough draft from the information in the note cards and outline that contains correct MLA in-paragraph citations and bibliography page</li><li>• revise rough draft fixing all formatting,</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Peer and individual editing</li><li>• Individual student-teacher conferences at various stages of the research process</li></ul>	<ul style="list-style-type: none"><li>• Teacher-made handouts for each assignment</li><li>• 2009 MLA guide <a href="https://owl.english.purdue.edu/owl/resource/747/01/">https://owl.english.purdue.edu/owl/resource/747/01/</a></li></ul>	<ul style="list-style-type: none"><li>• Individual assessments for each assignment: thesis, source cards, note cards, outline, rough draft and final draft</li></ul>

grammar, spelling, and stylistic errors			
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## Unit 13: Vocabulary

### Biblical Worldview Essential Questions

How can God be honored through our use of words and language?

August-March (approx. 27 weeks)

LA11H.8

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"><li>• Memorize the definitions of 300 words (15 units of 20 words each)</li><li>• Recognize the meanings of new words through context clues</li><li>• Choose the correct word for use in new words</li><li>• Choose synonyms and antonyms for new words</li><li>• Use a dictionary to find other forms of the new words</li></ul>	<ul style="list-style-type: none"><li>• Individual weekly work in vocabulary workbooks</li></ul>	<ul style="list-style-type: none"><li>• Sadler-Oxford Inc. <i>Vocabulary Workshop, Level F</i></li><li>• Dictionaries</li></ul>	<ul style="list-style-type: none"><li>• Completion of workbook assignments</li><li>• Weekly quizzes</li><li>• Periodic cumulative review quizzes<ul style="list-style-type: none"><li>• Final Mastery Test</li></ul></li></ul>