

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Unit 12: Persuasive Research Paper

Biblical Worldview Essential Questions

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

2nd and 3rd 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">• choose a controversial topic from American history from a teacher-made list• write a concise, persuasive thesis statement• choose relevant sources• write 8-12 source cards (4x6) and write according to MLA format• peruse the sources to gain enough information for 100 note cards (3x5)• format note cards correctly• avoid plagiarism• create a clear and well-organized outline• create a rough draft from the information in the note cards and outline that contains correct MLA in-paragraph citations and bibliography page• revise rough draft fixing all formatting,	<ul style="list-style-type: none">• Lecture• Discussion• Peer and individual editing• Individual student-teacher conferences at various stages of the research process	<ul style="list-style-type: none">• Teacher-made handouts for each assignment• 2009 MLA guide https://owl.english.purdue.edu/owl/resource/747/01/	<ul style="list-style-type: none">• Individual assessments for each assignment: thesis, source cards, note cards, outline, rough draft and final draft

grammar, spelling, and stylistic errors			
--	--	--	--

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

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