



**Grade 11 English/Language Arts
School City of East Chicago
Central High School**

Grade 11 English/Language Arts

Units of Study

Unit 1:	The American Dream: Then and Now	🕒	Quarter 1
Unit 2:	Literary Foundations of America	🕒	Quarter 1
Unit 3:	Exploring Transcendentalism, Individualism, & Identity	🕒	Quarter 1
Unit 4:	Dickinson and Whitman: Mastery of Poetry	🕒	Quarter 1
Unit 5:	American Realism and Civil War Era	🕒	Quarter 2
Unit 6:	Modern Voices & Revisiting the Dangers of Individualism	🕒	Quarter 2
Unit 7:	The Harlem Renaissance	🕒	Quarter 2
Unit 8:	Contemporary Voices in Literature	🕒	Quarter 2

Appendices

Appendix A: Proficiency Scale Template

Appendix B: Curriculum Refinement Form

Standards Breakdown

Green: Priority Standards

Pink: Supporting Standards

Gray: Additional Standards

		UNITS							
		1	2	3	4	5	6	7	8
ML	2.1								
	2.2								
Reading Literature	2.1		●					●	●
	2.2	●			●	●	●	●	●
	2.3	●	●			●	●	●	
	3.1		●						●
	3.2		●		●			●	●
	4.1							●	
	4.2		●						
Reading Nonfiction	2.1	●					●		
	2.2	●					●		
	2.3								
	3.2			●			●		
	3.3			●	●				
	4.1					●			
	4.2			●					
Reading Vocabulary	2.1	●		●					●
	2.3								
	2.4								
	2.5								
	3.1		●					●	
	3.2					●	●		
	3.3				●				
Speaking and Listening	2.1								
	2.2			●					
	2.3								
	2.4								
	2.5								
	3.1								
	3.2				●				●
4.1									
4.2				●					
Writing	3.1	●				●	●		●
	3.2			●					
	3.3								
	4								
	5					●	●		

General Description of the Unit

Unit 1: The American Dream is a pillar of our national identity. In this unit, we will explore early representations of the American Dream and compare and contrast it with how these dreams manifest the lives of modern Americans.

Priority Standards

- **11-12.RL.2.2:** Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
- **11-12.RL.2.3:** Analyze how the author's choices impact character development over the course of a text (e.g. how the characters are introduced and developed).
- **11-12.RN.2.2:** Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.

Supporting Standards

- **11-12.RN.2.1:** Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis.
- **11-12.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.
- **11-12.W.3.1:** Write arguments in a variety of forms that
 - Introduce precise 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.
 - Use rhetorical strategies to enhance the effectiveness of the claim
 - 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.
 - Use effective and varied transitions 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.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Proficiency Scales

- [11-12.RL.2.2](#)
- [11-12.RL.2.3](#)
- [11-12.RN.2.2](#)
- [11-12.RV.2.1](#)
- [11-12.W.3.1](#)

Assessments

Students will write an argumentative composition using evidence from the texts we've read through the unit to reflect on representations of the American Dream. Their composition should include their own thoughts on what components define the American Dream.

Enduring Understandings

- Literary texts often contain multiple themes that reveal universal truths about life and the world.
- A reader analyzes specific details and dialogue to reveal the character's purpose in furthering the narrative.
- Nonfiction texts are structured around the development of central ideas.
- Good readers analyze texts by asking questions and using evidence from the text to make inferences.

Essential Questions

- What is the American Dream?
- Is the American Dream achievable for all Americans?
- Is the American Dream of individuality a destructive or empowering force, or a combination of both?

- Skillful readers rely on a variety of context clues to create meaning.
- A writer uses a variety of strategies and rhetorical devices to strengthen and support their claim in order to produce fully-developed argumentative compositions.

Key Concepts

- I can compare and contrast the development of similar themes or central ideas across two or more works of literature. (11-12.RL.2.2)
- I can analyze how the themes and central ideas emerge and are shaped and refined by details. (11-12.RL.2.2)
- I can analyze how the author's choices impact character development over the course of a text. (11-12.RL.2.3)
- I can identify the central ideas in multiple nonfiction texts. (11-12.RN.2.2)
- I can explain what details help to develop the central ideas. (11-12.RN.2.2)
- I can compare and contrast the central ideas as they are presented in two or more nonfiction texts. (11-12.RN.2.2)
- I can use details to explain how the central idea is similar between the two nonfiction texts. (11-12.RN.2.2)
- I can use details to show how the central idea is different between the two nonfiction texts. (11-12.RN.2.2)

Related Concepts

- I can analyze what a text says explicitly. (11-12.RN.2.1)
- I can make inferences and interpretations about a text. (11-12.RN.2.1)
- I can support my inferences by citing strong and thorough textual evidence. (11-12.RN.2.1)
- I can explain how my evidence supports my analysis. (11-12.RN.2.1)
- I can use context to determine the meaning of words and phrases. (11-12.RV.2.1)
- I can write arguments in a variety of forms. (11-12.W.3.1)
- I can introduce precise, knowledgeable claims, establish the significance of the claims, and distinguish the claims from counterclaims. (11-12.W.3.1)
- I can logically sequence claims, counterclaims, reasons, and evidence. (11-12.W.3.1)
- I can develop claims and counterclaims fairly and thoroughly. (11-12.W.3.1)
- I can supply the most relevant evidence for each. (11-12.W.3.1)
- I can utilize rhetorical strategies to develop and support an argument. (11-12.W.3.1)
- I can effectively use varied transitions in argumentative writing. (11-12.W.3.1)
- I can establish and maintain a consistent style and tone for my audience. (11-12.W.3.1)
- I can provide a concluding statement or section that follows from and supports the argument presented. (11-12.W.3.1)

Vocabulary

- analysis
- analyze
- argument
- author's choice
- central idea
- cite
- claim
- compare
- conclusion
- connotation
- context
- contrast
- counterclaim
- denotation
- details
- ethos
- evidence
- explicit
- inference
- interpretation
- introduction
- logos
- pathos
- reasoning
- rhetorical strategies
- style
- textual evidence
- theme
- tone
- transitions

Resources

Fiction Texts

- **Novel:** [The Great Gatsby](#) by F. Scott Fitzgerald
- **Poem:** [Ex-Basketball Player](#) by John Updike
- **Play:** [Death of a Salesman: Acts 1-2](#) by Arthur Miller
- **Poem:** [Let America be America Again](#) by Langston Hughes

Nonfiction Texts

- **Essay:** [The Fallacy of Success](#) by G. K. Chesterton
- **Essay:** [A Quilt of a Country](#) By Anna Quindlen
- **Article:** [American Dream Faces Harsh New Reality](#) by Ari Shapiro

Media, Music, Art, etc.

- **Website and Charts:** [Is the American Dream Alive or Dead? It Depends on Where You Look](#)
- **Infographic:** [The American Dream: What it means](#)
- **Video:** [Like Pale Gold - The Great Gatsby Part 1: Crash Course English Literature #4](#)

- **Short Story:** [The Son From America](#) by Isaac Bashevis Singer
- **Short Story:** [Shiloh](#) by Bobbie Ann Mason

- **Article:** [Hollywood Dreams of Wealth, Youth, and Beauty](#) by Bob Mondello
- **Article:** [Grad Who Beat The Odds Asks, Why Not The Others?](#) by Claudio Sanchez
- **Article:** [Is the American Dream Real or Purely Imaginary?](#) by Lawrence R. Samuel

- **Video:** [Was Gatsby Great? The Great Gatsby Part 2: Crash Course English Literature #5](#)
- **Video:** [The Great Gatsby: Why Nick Is Not Your Friend](#)
- **Song:** [American Dream](#) by MKTO
- **Song:** [Hall of Fame](#) by The Script

School Resources

Textbook

Formative Assessments

General Description of the Unit

Unit 2: For this unit, we are jumping back to the early years of the United States. We will dive into the literature that defined this era and analyze the common themes that emerged. We will compare this to more contemporary literature that depicts this era. How has our perspective as a nation changed over time?

Priority Standards

- **11-12.RL.2.3:** Analyze how the author's choices impact character development over the course of a text (e.g. how the characters are introduced and developed).
- **11-12.RL.3.2:** Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the perspectives.

Supporting Standards

- **11-12.RL.2.1:** Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain.
- **11-12.RL.3.1:** Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (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 meaning and effect of a work.
- **11-12.RL.4.2:** Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.
- **11-12.RV.3.1:** Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative and denotative meanings; analyze the cumulative impact of specific word choices(e.g. imagery, allegory, and symbolism) on meaning and tone(e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Proficiency Scales

- [11-12.RL.2.3](#)
- [11-12.RL.3.1](#)
- [11-12.RL.3.2](#)

Assessments

- Students will determine what “letter” they would wear if they were asked to represent a weakness in their character. They should create and decorate their letter and wear it throughout the school day. Students will reflect on their experience. How did announcing their weakness impact them?

Enduring Understandings

- A reader analyzes specific details and dialogue to reveal the character's purpose in furthering the narrative.
- There can be a difference between what an author directly states and what an author means.
- Good readers support their interpretation and analysis of a text by citing textual evidence.
- Authors make intentional choices regarding structure to contribute to the meaning of the text.
- Many pieces of literature are inspired by, based on, or allude to earlier works.
- Word meaning and impact can depend on the context in which it is used.

Essential Questions

- In what ways do we judge others?
- How have men and women been viewed differently both during Puritan times and today?
- Why does mass hysteria occur?
- In what ways is the line between church and state blurred and why does it matter?

Key Concepts

- I can analyze how the author's choices impact character

Related Concepts

- I can analyze what a text says explicitly. (11-12.RL.2.1)

Vocabulary

- aesthetic
- allegory
- allusion

development over the course of a text. (11-12.RL.2.3)

- I can distinguish between what is directly stated in a work of literature and its intended meaning. (11-12.RL.3.2)
- I can analyze an author's use of satire, sarcasm, irony, and understatement. (11-12.RL.3.2)
- I can analyze the contrast between what is directly stated and what is intended in order to understand a work of literature's perspective. (11-12.RL.3.2)

- I can analyze what a text says implicitly. (11-12.RL.2.1)
- I can draw inferences about a text. (11-12.RL.2.1)
- I can make interpretations about a text. (11-12.RL.2.1)
- I can cite textual evidence to determine my analysis of places where a text leaves matters uncertain. (11-12.RL.2.1)
- I can analyze and evaluate how an author's choices concerning how to structure parts of a work of literature contribute to its overall structure and meaning and effect of a work. (11-12.RL.3.1)
- I can analyze and evaluate the way works of literary or cultural significance use archetypes drawn from myths, traditional stories, or religious works. (11-12.RL.4.2)
- I can analyze and evaluate how two or more works of literature treat similar themes, conflicts, issues, or topics. (11-12.RL.4.2)
- I can analyze the meaning of words and phrases as they are used in a work of literature, including figurative, denotative and connotative meanings. (11-12.RV.3.1)
- I can analyze how specific word choices work together to create an overall effect in a text. (11-12.RV.3.1)

- analyze
- archetypes
- author's choice
- cite
- connotation
- denotation
- diction
- directly stated
- explicit
- figurative
- figurative language
- imagery
- implicit
- inference
- interpret
- irony
- literal
- mood
- myths
- point of view
- satire
- symbolism
- text structure
- textual evidence
- themes
- tone
- understatement

Resources

Fiction Texts

- **Novel:** [The Scarlet Letter](#) By Nathaniel Hawthorne
- **Play:** [The Crucible](#) by Arthur Miller
- **Poem:** [Verses upon the Burning of our House](#) By Anne Bradstreet
- **Poem:** [World In Hounding Me](#) by Sor Juana Ines De La Cruz
- **Poem:** [To the Right Honorable William, Earl of Dartmouth](#) By Phillis Wheatley
- **Short Story:** [A Dead Woman's Secret](#) by Guy de Maupassant
- **Short Story:** [The Fall of the House of Usher](#) by Edgar Allan Poe
- **Short Story:** [Young Goodman Brown](#) by Nathaniel Hawthorne

Nonfiction Texts

- **Editorial:** [A Modern Day Scarlet Letter](#) by Anirudh Thatavarty
- **Article:** [The Scarlet Letter: Relevance in the Digital Age](#) by Sara Karim
- **Autobiography:** [Olaudah Equiano Describes the Middle Passage](#) by Olaudah Equiano
- **Autobiography:** [Arrival in Philadelphia](#) by Benjamin Franklin
- **Article:** [10 Powerful Facts About The Crucible](#) by Joy Lanzendorfer

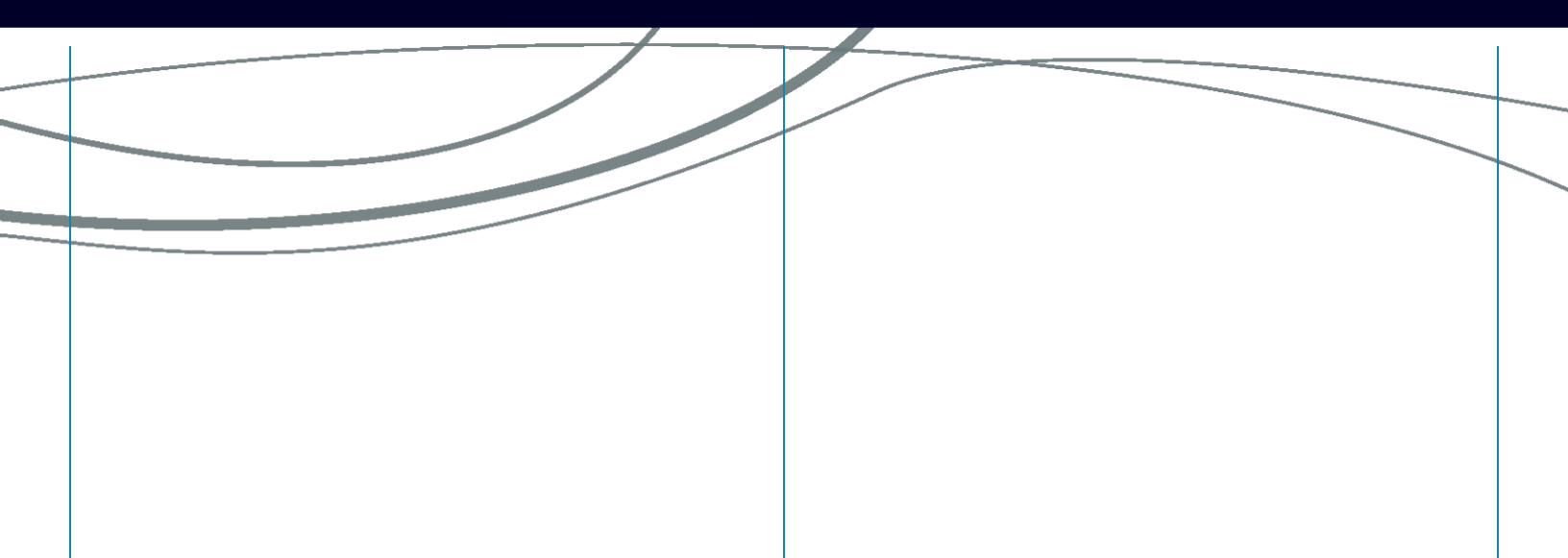
Media, Music, Art, etc.

- **Video:** [All About the Puritan New England Colonies](#) from Heimler's History
- **Video:** [Themes in the Scarlet Letter](#) from CourseHero
- **Video:** [Lin-Manuel Miranda performs "Alexander Hamilton" at The White House](#) (Use subtitles)

School Resources

Textbook

Formative Assessments



General Description of the Unit

Unit 3: Some of the most influential authors in American literature gave a voice to the ideas of transcendentalism, individualism, and identity. Students will explore these themes while also learning about civil disobedience and self-reliance.

Priority Standards

- **11-12.RN.3.2:** Analyze and evaluate the effectiveness of the structure an author uses in an argument including whether the structure makes points that are clear and convincing.
- **11-12.RN.3.3:** Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g. appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness of the text.
- **11-12.W.3.2:** Write informative compositions in a variety of forms that –
 - 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.
 - Utilizing credible sources, 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
 - 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.
 - 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.
 - Establish and maintain a style appropriate to the purpose and audience.
 - Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
 - 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).

Proficiency Scales

- [11-12.RN.3.2](#)
- [11-12.RN.3.3](#)
- [11-12.RN.4.2](#)
- [11-12.RV.2.1](#)
- [11-12.W.3.2](#)

Supporting Standards

- **11-12.RN.4.2:** Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.
- **11-12.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.
- **11-12.SL.2.2:** Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.

Assessments

- Choose an act of civil disobedience in American history and write an informational composition to explain what issue was being protested, how the protesters exercised their civil disobedience, and the outcome. This can be in the format of an essay, blog post, podcast, or presentation. The composition should

include credible sources.

Enduring Understandings

- Each part of a text contributes to the development of the text's claims.
- A text's details and rhetorical devices reveal the author's perspective, purpose, and response to counterarguments.
- The medium through which ideas are communicated impacts a reader's interpretation, so an author must be intentional when choosing how to communicate a particular message.
- Skillful readers rely on a variety of context clues to create meaning.
- Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas.
- Writers develop strong informative compositions by using credible sources, developing a consistent tone, and establishing an intentional structure.

Essential Questions

- How do we form and shape our identities?
- What is the relationship between nature and the individual?
- Under what circumstances does a person have the responsibility to exercise civil disobedience?

Key Concepts

- I can analyze and evaluate the structure of a nonfiction text. (11-12.RN.3.2)
- I can evaluate the effectiveness of an author's exposition or argument by analyzing the text's structure. (11-12.RN.3.2)
- I can evaluate whether the structure makes points clear, convincing, and engaging. (11-12.RN.3.2)
- I can identify rhetorical devices within a nonfiction text. (11-12.RN.3.3)
- I can identify a counterclaim and analyze its effectiveness. (11-12.RN.3.3)
- I can compile examples of pathos, ethos, and/or logos within the text. (11-12.RN.3.3)
- I can evaluate the use of rhetorical devices within a text. (11-12.RN.3.3)
- I can explain how a rhetorical device from a text illustrates an author's purpose or perspective. (11-12.RN.3.3)
- I can evaluate how successfully the author anticipated the audience's response. (11-12.RN.3.3)
- I can write informative compositions in a variety of forms. (11-12.W.3.2)
- I can write an introduction that previews what is to follow and organizes ideas. (11-12.W.3.2)
- I can include formatting, graphics, and multimedia when useful. (11-12.W.3.2)

Related Concepts

- I can synthesize and evaluate multiple sources information presented in different media formats. (11-12.RN.4.2)
- I can gather information to address a question or solve a problem. (11-12.RN.4.2)
- I can use context to determine the meaning of words and phrases. (11-12.RV.2.1)
- I can stimulate a debate and exchange of ideas by referring to specific evidence. (11-12.SL.2.2)

Vocabulary

- analyze
- argument
- conclusion
- connotation
- context
- convince
- counterclaim
- credible
- debate
- denotation
- engage
- evaluate
- evidence
- exposition
- informative
- introduction
- media
- redundant
- rhetoric
- sources
- stimulate
- style
- synthesize
- tone
- transition

- I can use relevant facts, definitions, details, quotes, and examples from various, reliable sources to develop my topic. (11-12.W.3.2)
- I can use appropriate and varied transitions. (11-12.W.3.2)
- I can choose language and content-specific vocabulary to express ideas precisely and concisely. (11-12.W.3.2)
- I can establish and maintain a style appropriate to the purpose and audience. (11-12.W.3.2)
- I can write a conclusion. (11-12.W.3.2)

Resources

Fiction Texts

- Short Story: [The Devil and Tom Walker](#) by Washington Irving
- Poem: [The Tide Rises, the Tide Falls](#) by Henry Wadsworth Longfellow
- Poem: [The Cross of Snow](#) by Henry Wadsworth Longfellow
- Short story: [The Pit and the Pendulum](#) by Edgar Allan Poe
- Poem: [The Raven](#) by Edgar Allan Poe
- Poem: [I Wandered Lonely as a Cloud](#) by William Wordsworth
- Poem: [Wild Geese](#) by Mary Oliver
- Short Story: [Bartleby, the Scrivener](#) by Herman Melville

Nonfiction Texts

- Essay: [Walden \(Economy Section\)](#) by Henry David Thoreau
- Essay: [Self-Reliance](#) by Ralph Waldo Emerson
- Essay: [Nature, Chapter I](#) by Ralph Waldo Emerson
- Essay: [Education](#) by Ralph Waldo Emerson
- Article: [Transcendentalism, An American Philosophy](#)
- Article: [‘Selfie’-reliance: The word of the year is the story of our individualism](#) by Dan Zak
- Essay: [Resistance to Civil Government](#) by Henry David Thoreau
- Essay: [Mohandas Gandhi: Non-Violent Resistance and Civil Disobedience](#) by Talat Ahmed
- Letter: [Letter from Birmingham City Jail Excerpt](#) by Martin Luther King Jr.
- Essay: [Civil Disobedience](#) by Henry David Thoreau
- Article: [Five examples of civil disobedience to remember](#) by Richard Seymour

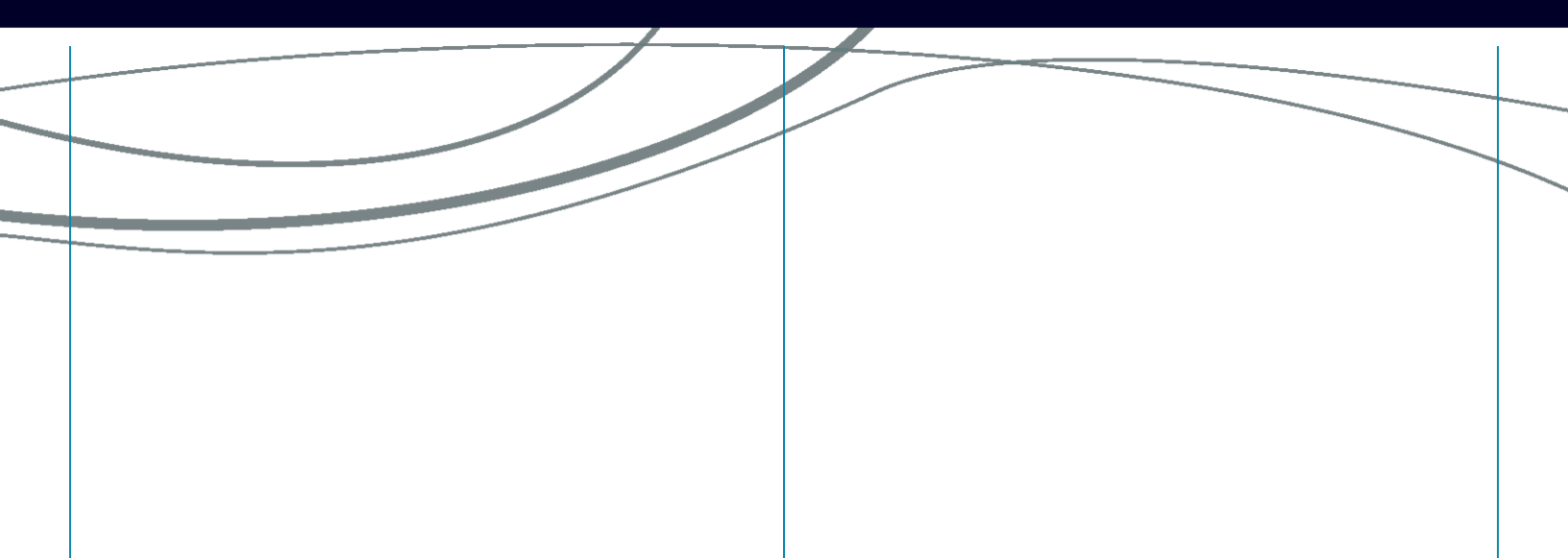
Media, Music, Art, etc.

- Film: [Into the Wild](#) (Penn, 2007)
- Video: [Thoreau and Civil Disobedience](#) from The School of Life
- TED Talk: [Ralph Waldo Emerson and the Beauty of the Everyday](#)

School Resources

Textbook

Formative Assessments



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General Description of the Unit

Unit 4: Emily Dickinson and Walt Whitman are considered two of the greatest American poets. This unit is a study of their craft and an analysis of their commentary on life and how it should be lived.

Priority Standards

- **11-12.RL.3.2:** Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the perspectives.
- **11-12.RN.3.3:** Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g. appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness of the text.
- **11-12.SL.3.2:** Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone.
- **11-12.W.3.1:** Write arguments in a variety of forms that
 - Introduce precise 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.
 - Use rhetorical strategies to enhance the effectiveness of the claim
 - 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.
 - Use effective and varied transitions 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.
Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Proficiency Scales

- [11-12.RL.2.2](#)
- [11-12.RL.3.2](#)
- [11-12.RN.3.3](#)
- [11-12.SL.3.2](#)
- [11-12.SL.4.2](#)
- [11-12.W.3.1](#)

Supporting Standards

- **11-12.RL.2.2:** Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
- **11-12.RV.3.3:** Interpret figures of speech in context and analyze their role in the text.
- **11-12.SL.4.2:** Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.

Assessments

- Who are the modern-day masters? Choose a poem with a similar theme as to what’s presented in one of Dickinson’s or Whitman’s poems. How are the messages similar? How are they different?
- Be prepared to share your analysis with the class. Your poem can be a print or Slam poem.

Final

- Students will reflect on the authors we’ve read over the last semester who have expertly

captured what it was like to live during their era. What themes would an author need to capture in modern day to truthfully depict what it's like to be alive? What evidence supports your claim? Write an argumentative composition to explain your thinking.

- Assess this composition using the W.3.1 rubric from the proficiency scale.

Enduring Understandings

- There can be a difference between what an author directly states and what an author means.
- A text's details and rhetorical devices reveal the author's perspective, purpose, and response to counterarguments.
- Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas.
- A writer uses a variety of strategies and rhetorical devices to strengthen and support their claim in order to produce fully-developed argumentative compositions.
- Literary texts often contain multiple themes that reveal universal truths about life and the world.
- Word meaning and impact can depend on the context in which it is used.
- Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas.

Essential Questions

- How does the use of voice empower an individual?
- How does poetry contribute to our understanding of self, others, and the world?
- How does poetry reveal what we might not otherwise recognize?

Key Concepts

- I can distinguish between what is directly stated in a work of literature and its intended meaning. (11-12.RL.3.2)
- I can analyze an author's use of satire, sarcasm, irony, and understatement. (11-12.RL.3.2)
- I can analyze the contrast between what is directly stated and what is intended in order to understand a work of literature's perspective. (11-12.RL.3.2)
- I can identify rhetorical devices within a nonfiction text. (11-12.RN.3.3)
- I can identify a counterclaim and analyze its effectiveness. (11-12.RN.3.3)
- I can compile examples of pathos, ethos, and/or logos within the text. (11-12.RN.3.3)
- I can evaluate the use of rhetorical devices within a text. (11-12.RN.3.3)
- I can explain how a rhetorical device from a text illustrates an author's purpose or perspective. (11-12.RN.3.3)
- I can evaluate how successfully the author anticipated the audience's response. (11-12.RN.3.3)

Related Concepts

- I can compare and contrast the development of similar themes or central ideas across two or more works of literature. (11-12.RL.2.2)
- I can analyze how the themes and central ideas emerge and are shaped and refined by details. (11-12.RL.2.2)
- I can interpret figures of speech and analyze their role in a text. (11-12.RV.3.3)
- I can create presentations with strategic and creative use of digital media to add interest and enhance understanding of findings, reasoning, and evidence. (11-12.SL.4.2)

Vocabulary

- argument
- central idea
- claim
- conclusion
- counterclaim
- diction
- directly stated
- ethos
- evaluate
- evidence
- explicit
- figurative
- figure of speech
- implicit
- introduction
- irony
- literal
- logos
- pathos
- point of view
- premise
- reasoning
- rhetoric
- rhetorical strategies
- satire
- stance
- style
- theme
- tone

- I can evaluate a speaker's perspective, reasoning, and use of evidence, and rhetoric. (11-12.SL.3.2)
- I can assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.SL.3.2)
- I can write arguments in a variety of forms. (11-12.W.3.1)
- I can introduce precise, knowledgeable claims, establish the significance of the claims, and distinguish the claims from counterclaims. (11-12.W.3.1)
- I can logically sequence claims, counterclaims, reasons, and evidence. (11-12.W.3.1)
- I can develop claims and counterclaims fairly and thoroughly. (11-12.W.3.1)
- I can supply the most relevant evidence for each. (11-12.W.3.1)
- I can utilize rhetorical strategies to develop and support an argument. (11-12.W.3.1)
- I can effectively use varied transitions in argumentative writing. (11-12.W.3.1)
- I can establish and maintain a consistent style and tone for my audience. (11-12.W.3.1)
- I can provide a concluding statement or section that follows from and supports the argument presented. (11-12.W.3.1)

- [transitions](#)
- [understatement](#)

Resources

Fiction Texts

Poems by Walt Whitman:

- [O Captain! My Captain!](#)
- [The Wound Dresser](#)
- [Song of Myself](#)
- [I Hear America Singing](#)
- [When Lilacs last in the Dooryard Bloom'd](#)
- [When I Heard the Learn'd Astronomer](#)
- [A Noiseless, Patient Spider](#)

Poems by Emily Dickinson:

- [Because I Could Not Stop for Death](#)
- [The Soul Selects her Own Society](#)
- [If you were coming in the fall](#)
- [Tell the Truth but tell it slant](#)
- [Apparently with no surprise](#)
- [Success is counted sweetest](#)
- [I heard a Fly buzz-when I died](#)
- [Much Madness is divinest Sense](#)

Nonfiction Texts

- **List:** [11 Poetic Facts about Emily Dickinson](#) By Suzanne Raga
- **Article:** [Why Walt Whitman Called America the 'Greatest Poem'](#) by Karen Swallow Prior
- **Article:** [A Close, Intimate Look at Walt Whitman](#) by Mark Strand
- **List:** [FAQs about Emily Dickinson](#) from The Emily Dickinson Museum
- **Analysis:** [The Poetry of Emily Dickinson](#) by Martha Hale Shackford

Media, Music, Art, etc.

- **Video:** [How Emily Dickinson writes a poem](#)
- **Video:** [Before I Got My Eye Put Out - The Poetry of Emily Dickinson: Crash Course English Lit #8](#)
- **Video:** [Walt Whitman Revolutionize American Poetry](#)
- **TED Talk:** [A poetic experiment: Walt Whitman, interpreted by three animators](#) by Justin Moore

School Resources

Textbook

Formative Assessments

General Description of the Unit

Unit 5: To conclude the first half of this course, students will dive into American Realism and literature from the era of the Civil War. We will use our analysis of literature from this time period and the periods we've explored this year to frame our discussion of how those themes resonate today.

Priority Standards

- **11-12.RL.2.3:** Analyze how the author's choices impact character development over the course of a text (e.g. how the characters are introduced and developed).
- **11-12.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
- **11-12.W.3.1:** Write arguments in a variety of forms that
 - Introduce precise 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.
 - Use rhetorical strategies to enhance the effectiveness of the claim
 - 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.
 - Use effective and varied transitions 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.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Supporting Standards

- **11-12.RL.2.2:** Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
- **11-12.RN.4.1:** Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **11-12.RN.4.3:** Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.
- **11-12.W.5:** Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
 - Formulate an inquiry question, and refine and narrow the focus as research evolves.
 - Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
 - Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
 - Synthesize and integrate information into the text selectively to maintain the flow of ideas.
 - Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
 - Present information, choosing from a variety of formats.

Proficiency Scales

- [11-12.RL.2.2](#)
- [11-12.RL.2.3](#)
- [11-12.RN.4.1](#)
- [11-12.RV.3.2](#)
- [11-12.W.3.1](#)
- [11-12.W.5](#)

Assessments

- Students will write an argumentative composition reflecting on the texts from this unit. We will build in student choice.
- Student work will be assessed using the writing rubric from the proficiency scale.

Enduring Understandings

- A reader analyzes specific details and dialogue to reveal the character's purpose in furthering the narrative.
- Word meaning and impact can depend on the context in which it is used.
- A writer uses a variety of strategies and rhetorical devices to strengthen and support their claim in order to produce fully-developed argumentative compositions.

Essential Questions

- What is literature supposed to do?
- What is the purpose and function of art in our culture?
- How does the study of fiction and nonfiction texts help individuals construct their understanding of reality?
- Where does the meaning of a text reside? Within the text, within the reader, or in the transaction that occurs between them?

- Literary texts often contain multiple themes that reveal universal truths about life and the world.
- It is the reader's job to evaluate the quality of an author's evidence, reasoning, and claims as well as to recognize fallacies.
- Authors from different time periods or parts of the world address themes and concepts differently.
- Good writers use a variety of sources to build knowledge, develop ideas, and refine their writing.

Key Concepts

- I can analyze how the author's choices impact character development over the course of a text. (11-12.RL.2.3)
- I can analyze the meaning of words and phrases in nonfiction texts, including figurative, connotative, denotative, and technical meanings. (11-12.RV.3.2)
- I can evaluate the cumulative impact of how an author uses and refines the meaning of key terms over the course of a text. (11-12.RV.3.2)
- I can write arguments in a variety of forms. (11-12.W.3.1)
- I can introduce precise, knowledgeable claims, establish the significance of the claims, and distinguish the claims from counterclaims. (11-12.W.3.1)
- I can logically sequence claims, counterclaims, reasons, and evidence. (11-12.W.3.1)
- I can develop claims and counterclaims fairly and thoroughly. (11-12.W.3.1)
- I can supply the most relevant evidence for each. (11-12.W.3.1)
- I can utilize rhetorical strategies to develop and support an argument. (11-12.W.3.1)
- I can effectively use varied transitions in argumentative writing. (11-12.W.3.1)
- I can establish and maintain a consistent style and tone for my audience. (11-12.W.3.1)
- I can provide a concluding statement or section that follows from and supports the argument presented. (11-12.W.3.1)

Related Concepts

- I can compare and contrast the development of similar themes or central ideas across two or more works of literature. (11-12.RL.2.2)
- I can analyze how the themes and central ideas emerge and are shaped and refined by details. (11-12.RL.2.2)
- I can delineate and evaluate the arguments and claims within a historical document. (11-12.RN.4.1)
- I can evaluate the reasoning and evidence used to support an argument. (11-12.RN.4.1)
- I can determine if evidence is relevant and sufficient in U.S. and world texts. (11-12.RN.4.1)
- I can identify false statements and fallacious reasoning. (11-12.RN.4.1)
- I can analyze foundational U.S. and world documents for their themes, purposes, and rhetorical features. (11-12.RN.4.3)
- I can synthesize foundational U.S. and world documents for their themes, purposes, and rhetorical features. (11-12.RN.4.3)
- I can conduct short and sustained research assignments and tasks to build knowledge. (11-12.W.5)
- I can formulate an inquiry question. (11-12.W.5)
- I can refine and narrow the focus as research evolves. (11-12.W.5)
- I can gather and assess information from multiple sources. (11-12.W.5)
- I can synthesize and integrate information in my research. (11-12.W.5)
- I can avoid plagiarism and follow a standard format for citation. (11-12.W.5)
- I can present research information in a variety of formats. (11-12.W.5)

Vocabulary

- analyze
- annotate
- APA
- argument
- author's choice
- central idea
- citation
- claim
- conclusion
- connotation
- counterclaim
- denotation
- diction
- ethos
- evidence
- exposition
- fallacy
- figurative language
- inquiry question
- introduction
- logos
- MLA
- pathos
- plagiarism
- reasoning
- research
- rhetoric
- rhetorical devices
- rhetorical feature
- rhetorical strategies
- seminal
- sources
- style
- synthesize
- theme
- tone
- transitions

Resources

Fiction Texts

Nonfiction Texts

Media, Music, Art, etc.

- **Short Story:** [A Mystery of Heroism](#) by Stephen Crane
- **Poem:** [War is Kind](#) by Stephen Crane
- **Short Story:** [The Celebrated Jumping Frog of Calaveras County](#) by Mark Twain
- **Short Story:** [To Build a Fire](#) by Jack London
- **Short Story:** [Story of an Hour](#) by Kate Chopin
- **Short Story:** [A Pair of Silk Stockings](#) by Kate Chopin
- **Short Story:** [A Wagner Matinée](#) by Willa Cather
- **Novel:** [The Red Badge of Courage](#) by Stephen Crane
- **Novel:** [The Diary of Adam and Eve](#) by Mark Twain

- **Informational Text:** [Realism](#)
- **Autobiography:** [The Narrative of the Life of Frederick Douglass](#) by Frederick Douglass
- **Autobiography:** [Incidents in the Life of a Slave Girl: The Flight](#) by Harriet A. Jacobs
- **Autobiography:** [My Bondage and My Freedom: Personal Treatment](#) by Frederick Douglass
- **Speech:** [The Gettysburg Address](#) by Abraham Lincoln
- **Essay:** [The Lowest Animal](#) by Mark Twain

- **Painting:** [American Gothic](#) by Grant Wood
- **Video:** [Get Real: An Introduction to Realism in American Literature](#)
- **Spiritual:** [Go Down, Moses](#)
- **Spiritual:** [Follow the Drinking Gourd](#)
- **Spiritual:** [Swing Low, Sweet Chariot](#)
- **Spiritual:** [Wade in the Water](#)

School Resources

Textbook

Formative Assessments

General Description of the Unit
 Unit 6: Literature continues to help us define our identity as time progresses. This unit will help us learn about the merits and dangers of individualism through the voices of modernists.

<p>Priority Standards</p> <ul style="list-style-type: none"> • 11-12.RN.3.2: Analyze and evaluate the effectiveness of the structure an author uses in an argument including whether the structure makes points that are clear and convincing. • 11-12.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. • 11-12.W.3.2: Write informative compositions in a variety of forms that – <ul style="list-style-type: none"> • 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. • Utilizing credible sources, 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 • 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. • 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. • Establish and maintain a style appropriate to the purpose and audience. • Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. • 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). 	<p>Supporting Standards</p> <ul style="list-style-type: none"> • 11-12.RL.2.2: Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details. • 11-12.RL.2.3: Analyze how the author’s choices impact character development over the course of a text (e.g. how the characters are introduced and developed). • 11-12.RN.2.1: Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis. • 11-12.RN.2.2: Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea. • 11-12.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. <ul style="list-style-type: none"> • Formulate an inquiry question, and refine and narrow the focus as research evolves. • Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. • Assess the strengths and limitations of each source in terms of the task, purpose, and audience. • Synthesize and integrate information into the text selectively to maintain the flow of ideas. • Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. • Present information, choosing from a variety of formats.
<p>Proficiency Scales</p> <ul style="list-style-type: none"> • 11-12.RL.2.2 • 11-12.RL.2.3 • 11-12.RN.2.2 • 11-12.RN.3.2 • 11-12.RV.3.2 • 11-12.W.3.2 • 11-12.W.5 	<p>Assessments</p> <ul style="list-style-type: none"> • Students will write a profile of a modernist of their choosing. They should include a description of their body of work, analysis of their impact, and explanation of how their themes connect to the texts we’ve studied. Compositions should be supported with credible sources. • Assess this learning with the W.3.2 rubric found in the

Enduring Understandings

- Each part of a text contributes to the development of the text's claims.
- Word meaning and impact can depend on the context in which it is used.
- A writer uses a variety of strategies and rhetorical devices to strengthen and support their claim in order to produce fully-developed argumentative compositions.
- Literary texts often contain multiple themes that reveal universal truths about life and the world.
- A reader analyzes specific details and dialogue to reveal the character's purpose in furthering the narrative.
- Good readers analyze texts by asking questions and using evidence from the text to make inferences.
- Nonfiction texts are structured around the development of central ideas.
- Good writers use a variety of sources to build knowledge, develop ideas, and refine their writing.

Essential Questions

- Does the positive side of individualism outweigh the negative?
- What responsibility does an individual have to contribute to society?
- What happens when individual beliefs conflict with social norms or expectations?

Key Concepts

- I can analyze and evaluate the structure of a nonfiction text. (11-12.RN.3.2)
- I can evaluate the effectiveness of an author's exposition or argument by analyzing the text's structure. (11-12.RN.3.2)
- I can evaluate whether the structure makes points clear, convincing, and engaging. (11-12.RN.3.2)
- I can analyze the meaning of words and phrases in nonfiction texts, including figurative, connotative, denotative, and technical meanings. (11-12.RV.3.2)
- I can evaluate the cumulative impact of how an author uses and refines the meaning of key terms over the course of a text. (11-12.RV.3.2)
- I can write informative compositions in a variety of forms. (11-12.W.3.2)
- I can write an introduction that previews what is to follow and organizes ideas. (11-12.W.3.2)
- I can include formatting, graphics, and multimedia when useful. (11-12.W.3.2)
- I can use relevant facts, definitions, details, quotes, and examples from various, reliable sources to develop my topic. (11-12.W.3.2)

Related Concepts

- I can compare and contrast the development of similar themes or central ideas across two or more works of literature. (11-12.RL.2.2)
- I can analyze how the themes and central ideas emerge and are shaped and refined by details. (11-12.RL.2.2)
- I can analyze how the author's choices impact character development over the course of a text. (11-12.RL.2.3)
- I can analyze what a text says explicitly. (11-12.RN.2.1)
- I can make inferences and interpretations about a text. (11-12.RN.2.1)
- I can support my inferences by citing strong and thorough textual evidence. (11-12.RN.2.1)
- I can explain how my evidence supports my analysis. (11-12.RN.2.1)
- I can identify the central ideas in multiple nonfiction texts. (11-12.RN.2.2)
- I can explain what details help to develop the central ideas. (11-12.RN.2.2)
- I can compare and contrast the central ideas as they are presented in two or more nonfiction texts. (11-12.RN.2.2)
- I can use details to explain how the central idea is similar between the two nonfiction texts. (11-12.RN.2.2)

Vocabulary

- analysis
- analyze
- annotate
- APA
- argument
- author's choice
- central idea
- citation
- cite
- claim
- compare
- conclusion
- connotation
- contrast
- convince
- counterclaim
- denotation
- details
- diction
- engage
- ethos
- evaluate
- evidence
- explicit
- exposition
- figurative language
- inference
- inquiry question
- interpretation
- introduction
- logos
- MLA
- pathos
- plagiarism
- reasoning
- research

<ul style="list-style-type: none"> I can use appropriate and varied transitions. (11-12.W.3.2) I can choose language and content-specific vocabulary to express ideas precisely and concisely. (11-12.W.3.2) I can establish and maintain a style appropriate to the purpose and audience. (11-12.W.3.2) I can write a conclusion. (11-12.W.3.2) 	<ul style="list-style-type: none"> I can use details to show how the central idea is different between the two nonfiction texts. (11-12.RN.2.2) I can conduct short and sustained research assignments and tasks to build knowledge. (11-12.W.5) I can formulate an inquiry question. (11-12.W.5) I can refine and narrow the focus as research evolves. (11-12.W.5) I can gather and assess information from multiple sources. (11-12.W.5) I can synthesize and integrate information in my research. (11-12.W.5) I can avoid plagiarism and follow a standard format for citation. (11-12.W.5) I can present research information in a variety of formats. (11-12.W.5) 	<ul style="list-style-type: none"> rhetorical strategies sources style synthesize textual evidence theme tone transitions
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Resources

<p>Fiction Texts</p> <ul style="list-style-type: none"> Novel: <i>Fahrenheit 451</i> by Ray Bradbury Novel: <i>The Sun Also Rises</i> by Ernest Hemingway Short Story: <i>The Pedestrian</i> by Ray Bradbury Short Story: <i>A Rose for Emily</i> by William Faulkner Poem: <i>The Lovesong of J. Alfred Prufrock</i> by T.S. Eliot. <p>Poems by Ezra Pound:</p> <ul style="list-style-type: none"> The Return The River-Merchant's Wife: A Letter The Garden <p>Poems by William Carlos Williams:</p> <ul style="list-style-type: none"> The Red Wheelbarrow The Great Figure This is Just to Say <p>Poems by E.E. Cummings:</p> <ul style="list-style-type: none"> what if a much of a which of a wind a leaf falls on loneliness <p>Poems by Robert Frost:</p> <ul style="list-style-type: none"> Nothing Gold Can Stay Mending Wall Birches 	<p>Nonfiction Texts</p> <ul style="list-style-type: none"> Article: Individualism and Collectivism Article: A brief guide to imagism Essay: A Few Don'ts by an Imagiste by Ezra Pound Speech: Nobel Prize Acceptance Speech by Ernest Hemingway Speech: Nobel Prize Acceptance Speech by William Faulkner Article: The Main Characteristics of Modernist Literature by Josh Patrick Article: The Hazards of American Individualism by Oliver Conant Article: Individualism is Spreading, and That's Not Good by Derek Beres Article: Lost Generation and the Literary Modernism by Ink and Fables Article: The Lost Generation and the Writers Who Described Their World by Robert Longley Article: Individualist or Collectivist: Which One Are You? 	<p>Media, Music, Art, etc.</p> <ul style="list-style-type: none"> List: Modernist Authors Video: Individualism: Is it a good thing? from BBC Ideas Video: Ernest Hemingway's Unbelievable Real-Life Story Video: The Lost Generation Video: A Rose for Emily
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School Resources

Textbook	Formative Assessments
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Unit 7: The Harlem Renaissance

General Description of the Unit

Unit 7: The Harlem Renaissance was a pivotal movement in American history overflowing with art, music, and literature from marginalized voices. With innovative style and vivacious imagery, these authors redefined literature. Students will dive into these artists to explore the movement!

Priority Standards

- **11-12.RL.2.3:** Analyze how the author's choices impact character development over the course of a text (e.g. how the characters are introduced and developed).

Supporting Standards

- **11-12.RL.2.1:** Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain.
- **11-12.RL.2.2:** Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
- **11-12.RL.3.2:** Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the perspectives.
- **11-12.RV.3.1:** Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative and denotative meanings; analyze the cumulative impact of specific word choices(e.g., imagery, allegory, and symbolism) on meaning and tone(e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Proficiency Scales

- [11-12.RL.2.2](#)
- [11-12.RL.2.3](#)
- [11-12.RL.3.2](#)

Assessments

- Students will choose a piece of art from the Harlem Renaissance (painting, song, article, story, poem, or film) and write an analysis of how this piece resonates thematically with the other pieces we read in this unit. Their analysis can be a video, blog, essay, or other form.

Enduring Understandings

- A reader analyzes specific details and dialogue to reveal the character's purpose in furthering the narrative.

Essential Questions

- How can art empower a community?
- How can literature serve as a vehicle for social change?

- A writer uses a variety of strategies and rhetorical devices to strengthen and support their claim in order to produce fully-developed argumentative compositions.
- Good readers support their interpretation and analysis of a text by citing textual evidence.
- Literary texts often contain multiple themes that reveal universal truths about life and the world.
- There can be a difference between what an author directly states and what an author means.
- Word meaning and impact can depend on the context in which it is used.

- What are the factors that create an imbalance of power within a culture?

Key Concepts

- I can analyze how the author's choices impact character development over the course of a text. (11-12.RL.2.3)

Related Concepts

- I can analyze what a text says explicitly. (11-12.RL.2.1)
- I can analyze what a text says implicitly. (11-12.RL.2.1)
- I can draw inferences about a text. (11-12.RL.2.1)
- I can make interpretations about a text. (11-12.RL.2.1)
- I can cite textual evidence to determine my analysis of places where a text leaves matters uncertain. (11-12.RL.2.1)
- I can compare and contrast the development of similar themes or central ideas across two or more works of literature. (11-12.RL.2.2)
- I can analyze how the themes and central ideas emerge and are shaped and refined by details. (11-12.RL.2.2)
- I can distinguish between what is directly stated in a work of literature and its intended meaning. (11-12.RL.3.2)
- I can analyze an author's use of satire, sarcasm, irony, and understatement. (11-12.RL.3.2)
- I can analyze the contrast between what is directly stated and what is intended in order to understand a work of literature's perspective. (11-12.RL.3.2)
- I can analyze the meaning of words and phrases as they are used in a work of literature, including figurative, denotative and connotative meanings. (11-12.RV.3.1)
- I can analyze how specific word choices work together to create an overall effect in a text. (11-12.RV.3.1)

Vocabulary

- allegory
- analyze
- argument
- author's choice
- central idea
- cite
- claim
- conclusion
- connotation
- counterclaim
- denotation
- diction
- directly stated
- ethos
- evidence
- explicit
- figurative
- figurative language
- imagery
- implicit
- inference
- interpret
- introduction
- irony
- literal
- logos
- pathos
- point of view
- reasoning
- rhetorical strategies
- satire
- style
- symbolism
- textual evidence
- theme
- tone
- transitions
- understatement

Resources

Fiction Texts

- **Play:** *A Raisin in the Sun* by Lorraine Hansberry

Nonfiction Texts

- **Article:** [A New African American Identity: The Harlem](#)

Media, Music, Art, etc.

- **Video:** [The Harlem Renaissance: Crash Course Theater #41](#)

<ul style="list-style-type: none"> • Novel: Their Eyes Were Watching God by Zora Neal Hurston • Short Story: One Friday Morning by Langston Hughes • Poem: Epitaphs by Countee Cullen • Novel: The Color Purple by Alice Walker • Poem: Freedom's Plow by Langston Hughes • Poem: L Too, Sing America by Langston Hughes • Short Story: Those Who Have No Turkey by Langston Hughes • Poem: Georgia Dusk by Jean Toomer • Poem: Tableau by Countee Cullen • Poem: How Long, O Lord! by Fenton Johnson 	<p>Renaissance from the National Museum of African American History & Culture</p> <ul style="list-style-type: none"> • Article: An Introduction to the Harlem Renaissance from the Poetry Foundation • Article: Langston Hughes 101 by Benjamin Voigt 	<ul style="list-style-type: none"> • Song: What A Wonderful World by Louis Armstrong • Music: Happy Harlem Swing - The Golden Era of Jazz & Swing
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School Resources

Textbook	Formative Assessments

General Description of the Unit

Unit 8: The contemporary voices that come together to create our modern identity are diverse and represent a range of perspectives. Students will discuss how texts can act as both windows and mirrors to help us understand ourselves and others.

Priority Standards

- **11-12.RL.2.2:** Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
- **11-12.RL.3.2:** Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the perspectives.
- **11-12.SL.3.2:** Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone.

Supporting Standards

- **11-12.RL.2.1:** Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain.
- **11-12.RL.3.1:** Analyze and evaluate how an author’s choices concerning how to structure specific parts of a work of literature (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 meaning and effect of a work.
- **11-12.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.
- **11-12.W.3.1:** Write arguments in a variety of forms that
 - Introduce precise 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.
 - Use rhetorical strategies to enhance the effectiveness of the claim
 - 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.
 - Use effective and varied transitions 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.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Proficiency Scales

- [11-12.RL.2.2](#)
- [11-12.RL.3.1](#)
- [11-12.RL.3.2](#)
- [11-12.RV.2.1](#)
- [11-12.SL.3.2](#)
- [11-12.W.3.1](#)

Assessments

- Collaboratively, students will use a book club structure to analyze short stories of their choosing. Independently, students will choose one of the texts included in this unit to analyze. Their analysis should address the following: theme, author’s perspective, structure, and other literary elements that contribute to the work’s mood and tone. Students will compare and contrast their interpretation of the literary text they chose to one of the texts studied earlier in the course.

Enduring Understandings

- Literary texts often contain multiple themes that reveal universal truths about life and the world.

Essential Questions

- How do stories help shape our identity?
- Where does the meaning of a text reside? Within the text, within the reader, or in the transaction that occurs

- There can be a difference between what an author directly states and what an author means.
- Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas.
- Good readers support their interpretation and analysis of a text by citing textual evidence.
- Authors make intentional choices regarding structure to contribute to the meaning of the text.
- Skillful readers rely on a variety of context clues to create meaning.
- A writer uses a variety of strategies and rhetorical devices to strengthen and support their claim in order to produce fully-developed argumentative compositions.

- between them?
- In what ways are all narratives influenced by bias and perspective?
- Are there parts of life that could never be accurately captured in a story?

Key Concepts

- I can compare and contrast the development of similar themes or central ideas across two or more works of literature. (11-12.RL.2.2)
- I can analyze how the themes and central ideas emerge and are shaped and refined by details. (11-12.RL.2.2)
- I can distinguish between what is directly stated in a work of literature and its intended meaning. (11-12.RL.3.2)
- I can analyze an author's use of satire, sarcasm, irony, and understatement. (11-12.RL.3.2)
- I can analyze the contrast between what is directly stated and what is intended in order to understand a work of literature's perspective. (11-12.RL.3.2)
- I can evaluate a speaker's perspective, reasoning, and use of evidence, and rhetoric. (11-12.SL.3.2)
- I can assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.SL.3.2)

Related Concepts

- I can analyze what a text says explicitly. (11-12.RL.2.1)
- I can analyze what a text says implicitly. (11-12.RL.2.1)
- I can draw inferences about a text. (11-12.RL.2.1)
- I can make interpretations about a text. (11-12.RL.2.1)
- I can cite textual evidence to determine my analysis of places where a text leaves matters uncertain. (11-12.RL.2.1)
- I can analyze and evaluate how an author's choices concerning how to structure parts of a work of literature contribute to its overall structure and meaning and effect of a work. (11-12.RL.3.1)
- I can use context to determine the meaning of words and phrases. (11-12.RV.2.1)
- I can write arguments in a variety of forms. (11-12.W.3.1)
- I can introduce precise, knowledgeable claims, establish the significance of the claims, and distinguish the claims from counterclaims. (11-12.W.3.1)
- I can logically sequence claims, counterclaims, reasons, and evidence. (11-12.W.3.1)
- I can develop claims and counterclaims fairly and thoroughly. (11-12.W.3.1)
- I can supply the most relevant evidence for each. (11-12.W.3.1)
- I can utilize rhetorical strategies to develop and support an argument. (11-12.W.3.1)
- I can effectively use varied transitions in argumentative writing. (11-12.W.3.1)

Vocabulary

- aesthetic
- analyze
- argument
- author's choice
- central idea
- cite
- claim
- conclusion
- connotation
- context
- counterclaim
- denotation
- diction
- directly stated
- ethos
- evaluate
- evidence
- explicit
- figurative
- implicit
- inference
- interpret
- introduction
- irony
- literal
- logos
- mood
- pathos
- point of view
- premise
- reasoning
- rhetoric
- rhetorical strategies
- satire
- stance
- style
- text structure
- textual evidence
- theme
- tone
- transitions
- understatement

- I can establish and maintain a consistent style and tone for my audience. (11-12.W.3.1)
- I can provide a concluding statement or section that follows from and supports the argument presented. (11-12.W.3.1)

Resources

Fiction Texts

- **Short Story:** [A Good Man is Hard to Find](#) by Flannery O'Connor
- **Short Story:** [A Rose for Emily](#) by William Faulkner
- **Short Story:** [Last Night of the World](#) By Ray Bradbury
- **Short Story:** [A&P](#) By John Updike
- **Poem:** [Forgiving our Fathers](#) by Dick Lourie
- **Novel:** [Slaughterhouse-Five](#) by Kurt Vonnegut
- **Short Story:** [Where Are You Going, Where Have You Been?](#) by Joyce Carol Oates
- **Novel:** [A Mercy](#) by Ton Morrison
- **Novel:** [The Sun Also Rises](#) by Ernest Hemingway
- **Poem:** [Lady Lazarus](#) by Sylvia Plath
- **Short Story:** [Speaking of Courage](#) excerpt by Tim O'Brien (page 131)
- **Short Story:** [Game](#) by Donald Barthelme
- **Short Story:** [Everything Stuck to Him](#) by Raymond Carver
- **Short Story:** [Daughter of Invention](#) by Julia Alvarez
- **Short Story:** [The Book of the Dead](#) By Edwidge Danticat

Media, Music, Art, etc.

- **Video:** [How to find a theme](#)
- **Video:** [Pixar - What Makes a Story Relatable](#)
- **TED Talk:** [The magical science of storytelling](#) by David JP Phillips

School Resources

Textbook

Formative Assessments