

# KPBSD ELA CURRICULUM

## 9<sup>th</sup> GRADE – GENRE AND THEME

### **ELA 9: Genre and Theme**

This course will provide an overview of literature across the major forms and genres (short story, novel, poetry, drama, and literary nonfiction) in order for students to prepare for focused literary study in subsequent grades.

PLEASE NOTE that ELA Curriculum documents are:

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

### **ELA 9 Course Navigation:**

**Unit 1** – Literary Nonfiction – Reflection (the Memoir, the Essay and the Speech)

**Unit 2** – Literary Elements and the Short Story

**Unit 3** – Poetry and Drama

**Unit 4** – The Novel

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**Course Name:** LA 9 - Genre & Theme

**BIG IDEA:**

This course will provide an overview of literature across the major forms and genres (short story, novel, poetry, drama, and literary nonfiction) in preparation for focused literary study in the subsequent grades.

[Standards Pacing Guide](#)

**Writing Assessment Foci:**

Semester 1 - Narrative and Expository

Semester 2 - Persuasive and Research

### SEMESTER 1 (UNITS 1-2)

#### Unit 1: Literary Nonfiction - Reflection (the Memoir, the Essay, and the Speech)

**ENDURING UNDERSTANDING(S):**

Students recognize and appreciate the effective use of literary devices in nonfiction.

**ESSENTIAL QUESTIONS:**

- What are the characteristics of a memoir?
- What are the effects of rhetorical strategies in speeches such as alliteration, repetition, and extended metaphors?
- What are the characteristics of various types of essays (e.g., literary and narrative)?

**STUDENT LEARNER OUTCOMES (standards)**

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

**Students will... (state standards)**

- RL.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9 - Analyze seminal U.S. and world documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address,

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Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.4 - Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or chapter).
- RI.6 - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.7 - Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- RI.8 - Delineate and evaluate the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9 - Analyze seminal U.S. and world documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
- W.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence

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from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.3 - Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Use parallel structure.
  - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - Use a colon to introduce a list or quotation.
  - Spell correctly.
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

### **I CAN... (student-friendly language)**

- RL.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.4
  - Determine the meaning of a word or phrase from context or when it is used in literary devices.

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- Analyze and explain how an author’s word choice can change the meaning or tone of a text.
- RI.1
  - Find and refer to specific, relevant examples from a text (both explicit and inferred) to support an opinion about the text.
- RI.2
  - Determine the main idea of a piece of informational text.
  - Explain how details develop the main idea.
  - Summarize a text.
- RI.3
  - Determine the organization of an author’s main points, ideas, or textual events.
  - Examine the effectiveness of a text’s argument using my knowledge of an author’s organizational strategy.
- RI.4
  - Determine the meaning of a word when it appears in writing from multiple genres.
  - Analyze and explain how an author’s word choice can change the meaning or tone of a piece of writing.
- RI.5
  - Analyze sentences, paragraphs, or chapters of an author’s work to see how the author developed the main idea.
  - Provide textual evidence from sentences, paragraphs, or chapters to prove the development of an idea.
- RI.6
  - Determine an author’s point of view or purpose in a piece of literature.
  - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a piece of literature.
- RI.7
  - Closely examine multiple accounts of a subject from different media sources.
  - Identify the similarities and differences between various accounts of a subject.
- RI.8
  - Identify key points or claims made in an argument or text.
  - Connect key points or claims to specific persuasive techniques.
  - Use specific, relevant supporting evidence to determine if an argument’s key point or claim is well supported.
  - Identify false statements or reasoning by their supporting evidence.
- RI.9
  - Closely read important U.S. or world historical or literary documents.
  - Identify themes or main concepts in historical or literary documents.
  - Identify or accurately hypothesize the impact of specific historical or literary documents on a specific theme or concept.
- W.3 - Narrative
  - Capture a reader’s attention with an effective narrative hook.
  - Create character(s) and narrator(s) who have depth and a recognizable character arc.

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- Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
- Effectively organize narrative plot elements.
- Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
- Create an engaging narrative using precise, descriptive language and sensory details.
- Provide an effective and satisfying conclusion to a narrative piece.
- SL.1
  - Refer to evidence from research during a discussion on a specific topic.
  - Work with my peers to create effective and fair discussion expectations.
  - Appropriately pose and respond to questions in a group setting.
  - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
  - Summarize my peers' points and appropriately agree or disagree with those points.
  - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
- SL.3
  - Identify a speaker's key points or claims.
  - Connect key points or claims to specific persuasive techniques.
  - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.
  - Identify false statements or reasoning by their supporting evidence.
- SL.4
  - Present findings clearly and logically in a way appropriate for the purpose and audience.
- SL.6
  - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.1
  - Effectively use parallel structure while writing or speaking.
  - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
- L.2
  - Capitalize, punctuate, and spell correctly in my written work.
  - Link independent clauses using semicolons or conjunctive adverbs.
  - Use a colon to introduce a list or a quotation in my written work.
- L.3
  - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
  - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).

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### SUGGESTED WORKS

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

#### Literary & Informational Texts

##### Memoirs & Essays

- Lincoln and the Gettysburg Awakening (Glenn LaFantasie) (excerpts) [Link](#)
- Avant-Garde and Kitsch (Clement Greenberg) [Link](#)
- Lear, Tolstoy, and The Fool (George Orwell) [Link](#)
- Life on the Mississippi (Mark Twain) (EA) (excerpts) [Link](#)
- Politics and the English Language (George Orwell) (E) (This is a CCSS exemplar text for grades 11 and 12.) [Link](#)
- Preface to Lyrical Ballads (William Wordsworth)
- Excerpts from The 100 Most Influential Books Ever Written: The History of Thought from Ancient Times to Today (Martin Seymour-Smith)
- The Lost Childhood (Graham Greene)
- Memoirs A Four Hundred Year Old Woman (Bharati Mukherjee)
- A Sketch of the Past (Virginia Woolf) [Link](#)
- Learning to Read and Write (Frederick Douglass) (EA) [Link](#)
- A Childhood: The Biography of a Place (Harry E. Crews)
- In Search of Our Mothers' Gardens (Alice Walker) (EA) [Link](#)
- Notes of a Native Son (James Baldwin)
- One Writer's Beginnings (Eudora Welty)
- Running in the Family (Michael Ondaatje)
- The Woman Warrior: Memoirs of a Girlhood Among Ghosts (Maxine Hong Kingston)
- Unbroken: A World War II Story of Survival, Resilience, and Redemption (Laura Hillenbrand)

##### Speeches

- Brandenburg Gate Address (June 12, 1987) (Ronald Reagan) [Link](#)
- Gettysburg Address (Abraham Lincoln) (E) [Link](#)
- Letter from a Birmingham Jail (Martin Luther King, Jr.) (E) [Link](#)
- Address at the March on Washington (Martin Luther King, Jr.) (E) [Link](#)
- Nobel Prize in Literature Acceptance Speech, 1949 (William Faulkner) (EA)

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- Second Inaugural Address (Abraham Lincoln) (E) [Link](#)
- Sinews of Peace Address (Winston Churchill) [Link](#)

### Art, Music, and Media Art

- Albrecht Dürer, Self-Portrait at the age of 13 (1484) [Link](#)
- Artemisia Gentileschi, Self-Portrait as the Allegory of Painting (1630s) [Link](#)
- Balthus, Le roi des chats (The king of cats) (1935) [Link](#)
- Sir Francis “Side of” Bacon, Self-Portrait (1973) [Link](#)
- Gustave Courbet, The Desperate Man (self-portrait) (1843) [Link](#)
- Jacob Lawrence, Self-Portrait (1977) [Link](#)
- Jan van Eyck, Self-Portrait (1433) [Link](#)
- Leonardo da Vinci, Possible Self-Portrait of Leonardo da Vinci (c.1513)
- Louisa Matthíasdóttir, Self-Portrait with Dark Coat (No Date) [Link](#)
- Pablo Picasso, Self-Portrait (1907) [Link](#)
- Rembrandt van Rijn, Self-Portrait at an early age (1628) [Link](#)
- Rembrandt van Rijn, Self-Portrait at the Age of 63 (1669) [Link](#)
- Vincent van Gogh, Self-Portrait (1889) [Link](#)

### Additional Online Resources

- Online Bank of American Speeches (americanrhetoric.com)
- Annotated List of Memoirs (ReadWriteThink)
- Introducing the Essay: Twain, Douglass, and American Nonfiction (National Endowment for the Humanities) (RI.9- 10.5)

### ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

- Students analyze how rhetorical techniques support an author’s point of view. [Example](#) (RI.6)
- Students analyze differences between two versions. [Example](#) (RI.7, RI.7)
- Theme: students track development of theme and cite evidence supporting their identification of theme. [Example 1](#) [Example 2](#) (RI.2, RI.1)
- Potential essay question prompts for RI.2, RI.1: A. What is the main idea of this piece? Cite 2-3 details that support your assertion. B. In your own words, summarize this piece in 4-6 sentences.
- Potential essay question prompt for RI.3, RI.1: Consider this author’s explanation of (INSERT EVENT OR PHENOMENON). Why do you think the author chose to explain it in this order? Make sure to reference the way in which points are introduced and connected.

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- Potential essay question prompt for RI.5, RI.1: Choose one of the author’s main ideas and cite their strongest support that develops that idea. Make sure to explain how your chosen excerpt (quote) helps develop the main claim or idea.
- Potential essay question prompt for RI.6, RI.1: What is the author’s purpose in this piece (to inform, entertain, persuade, reflect)? Cite 2-3 examples from the text that support your assertion.
- Potential essay question prompt for RI.7: Compare the two different accounts of (INSERT EVENT OR BIOGRAPHICAL SUBJECT) Answer the following: Choosing a detail emphasized in only one account (it may even be missing from the other), explain why you think this specific portrayal emphasized this detail. Consider: What might the author have been trying to accomplish?
- RI.9: After reading a seminal text (suggestions include Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, and MLK’s “Letter from Birmingham Jail”), have students analyze its historical and/or literary significance, including how they treat related themes (i.e. freedom, equality).
- RI.8: Using the text from RI.8, have students evaluate reasoning and rhetorical devices in the argument, assessing the use of logic and evidence (including faulty logic or distortions of evidence).
- SL.3: Using a famous speech (likely in conjunction with RI.8 and/or RI.9, see above), students will write a critique in which they evaluate the argument for its use of logic and rhetorical devices, citing any fallacious logic or distortions of evidence.

### WRITING FOCI: NARRATIVE WRITING

#### Potential Writing Prompts

- Each of us have people in our lives that we admire, respect, want to know more about, and feel that we can learn from. Identify a person in your life who fits into one of these categories, conduct an interview with them, and write a biographical narrative that illustrates why you admire them, why you respect them, what makes them interesting or what you learned from them.
- Think about a story that involves your name. Retell the story, and in retelling the story make sure that you reveal something about you. Remember to focus on one story, be very specific, and develop your ideas thoroughly.
- Retell a story that reveals a family tradition or ritual and why this tradition or ritual is important to you and your family.
- Choose a family story or legend to retell. In retelling show why the story is important to you or your family.
- Tell a story that reveals the roles or responsibilities of individuals in your family. In telling your story, make sure to reveal why these roles or responsibilities are important or meaningful to you or your family.
- Childhood Event. Choose a vivid time from your childhood: you might think of the first time that you rode a school bus, of a time when you went to the principal's office, the first “A” you earned on a test or paper, earning money to buy something that you really wanted, and so on. Narrate the events related to the childhood memory that you've chosen so that your readers will understand why the event was important and memorable.
- Standing Up. Choose a time when you did something that took a lot of nerve, a time when you didn't follow the crowd or a time when you stood up for your beliefs. Perhaps your friends were urging you to do something that you were uncomfortable with and you chose not to cave into peer pressure. Maybe you took a stance on a political issue that was important in your community. Whatever you choose, think about the details of the event and

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write a story that tells about what happened. Your narrative should show your readers why you decided to make a stand or try something that took nerve, give specifics on the events, and share how you felt after the event.

- 650 Narrative or Personal Writing Prompts from the NY Times: <https://www.nytimes.com/2016/10/20/learning/lesson-plans/650-prompts-for-narrative-and-personal-writing.html>.

### VOCABULARY

Abstract/universal essay  
Alliteration  
Autobiography  
Chronological order  
Classification and division

Compare-and-contrast essay  
Ethos, pathos, logos  
Exemplification  
Extended metaphor  
Memoir

Objective/factual essay  
Personal/autobiographical essay  
Repetition  
Satire

### TECH SKILLS

#### I CAN...

- Recognize, explain, and avoid plagiarism.
- Review, annotate, comment, or “track changes” using collaborative digital tools or cloud-based documents.
- Backup files on appropriate storage mediums (school servers, online storage, flash drives).
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.

## Unit 2: Literary Elements and the Short Story

### ENDURING UNDERSTAND(S):

Students use the short story as a means for reviewing common literary elements, as well as for appreciating the art of great storytelling.

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### ESSENTIAL QUESTIONS:

- What is the structure of a plot (i.e. exposition, rising action, crisis/climax, falling action, resolution/denouement) in short stories?
- How do authors create setting in a short story?
- What is the concept of theme and what are the themes within the stories read?
- What are characterization techniques in short stories?
- What are the types of figurative language used in short stories and how are those types used?
- How does point of view affect the reader’s interpretation of a story?

### STUDENT LEARNER OUTCOMES (standards)

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

### STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.
- RL.5 - Analyze how an author’s choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.6 - Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a) Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work

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[e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare]”).

- b) Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a) Use parallel structure.
  - b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - b) Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.

### **I CAN... (student-friendly language)**

- RL.1
  - Properly cite textual evidence using APA format.
  - Support my analysis of a text using specific evidence.
- RL.5
  - Identify the way an author organizes or structures a text.
  - Identify and provide examples of literary devices in a text (e.g., foreshadowing, allusion, imagery, symbolism, etc.).
  - Accurately order events within a text, including events manipulated by pacing or flashbacks.
  - Recognize how an author’s writing technique impacts a reader’s emotional response (e.g., mystery, tension, surprise, etc.).
- RL.6
  - Read a variety of world literature.

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- Recognize, compare, contrast, and analyze points of view or cultural experiences in works of literature.
- W.2 - Expository
  - Brainstorm multiple topics or ideas.
  - Choose a single, supportable topic from a variety of choices.
  - Use an outline to organize an essay on a specific topic.
  - Write a clear thesis statement.
  - Use formatting to logically organize my essay.
  - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
  - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
  - Explain my thoughts in a logical order to support the evidence of my thesis.
  - Choose appropriate and varied transition words effectively in my writing.
  - Determine what style and tone are appropriate for the audience of my writing.
  - Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
  - Provide a strong closing statement or paragraph which supports my thesis.
- W.9
  - Plan and write an analysis, reflection, or research paper using evidence from literature or informational texts.
- SL.1
  - Refer to evidence from research during a discussion on a specific topic.
  - Work with my peers to create effective and fair discussion expectations.
  - Appropriately pose and respond to questions in a group setting.
  - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
  - Summarize my peers' points and appropriately agree or disagree with those points.
  - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
- L.1
  - Effectively use parallel structure while writing or speaking.
  - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
- L.5
  - Recognize figurative language (e.g. literary devices) in a selection of text.
  - Examine how figurative language impacts a text.
  - Recognize words which have similar meanings.
  - Recognize analogies in a selection of text.
  - Determine if an analogy makes an appropriate comparison.

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### SUGGESTED WORKS

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

#### Literary Texts

##### Short Stories

- Drinking Coffee Elsewhere: Stories (ZZ Packer) [Link](#)
- Everyday Use (Alice Walker) (EA) [Link](#)
- How Much Land Does a Man Need? (Leo Tolstoy) [Link](#)
- Points of View: An Anthology of Short Stories (James Moffett and Kenneth L. McElheny, eds.) (1968 edition)
- The Black Cat (Edgar Allan Poe) (EA) [Link](#)
- The Cask of Amontillado (Edgar Allan Poe) (EA) [Link](#)
- The Gift of the Magi (O. Henry) (E) [Link](#)
- The Kitchen Boy (Alaa Al Aswany) [Link](#)
- The Minister's Black Veil (Nathaniel Hawthorne) (EA) [Link](#)
- The Most Dangerous Game (Richard Connell) [Link](#)
- The Overcoat (Nikolai Gogol) (EA) [Link](#)
- The Scarlet Ibis (James Hurst) [Link](#)
- The Secret Life of Walter Mitty (James Thurber) (EA) [Link](#)
- The Tell-Tale Heart (Edgar Allan Poe) (EA) [Link](#)

**Informational Texts** - None for this unit

#### Art, Music, and Media Art

Prompt: How do artists create visual narratives in photography and painting?

##### Art

- Emanuel Leutze, Washington Crossing The Delaware in a Hat (1851) [Link](#)
- Jacob Lawrence, On The Way (1990) [Link](#)
- Michelangelo, The Creation of Adam, Sistine Chapel (c. 1511) [Link](#)
- Pablo Picasso, Young Acrobat on a Ball (1905) [Link](#)
- Roy DeCarava, Rapsallions (1950) [Link](#)

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- Sultan Muhammad, From a Khamseh of Nizami (1539-1543) [Link](#)
- Tina Barney, Marina's Room (1987) [Link](#)

### Film

- Ang Lee, dir., Chosen (and other [BMW short films](#))
- Ken Burns, dir., Brooklyn Bridge (1981) [Link](#)
- Martin Scorsese, dir., No Direction Home (2005)

### Music

- Clothesline Saga (Bob Dylan)
- Me and Bobby McGee (Kris Kristofferson and Fred Foster)
- Peter and The Wolf (Sergei Prokofiev)
- The Bonnie Lass o'Fyvie (Peggy-O) (Folk Ballad)
- Variations on an Original Theme (Worcester) (Edward Elgar)

### Additional Online Resources

- The Minister's Black Veil Study Questions (Mr. Burnett's Classroom) (RL.9-10.1, RL.9-10.2, RL.9-10.3) [Link](#)
- Lesson Plans for "The Scarlet Ibis" (WebEnglishTeacher) (RL.9-10.2) [Link](#)
- Analyzing Irony and Symbolism in a Short Story (Louisiana Department of Education) (RL.9-10.4, RL.9-10.5) [Link](#)

### ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

- Plot analysis: students chart the plot of a narrative, identifying climax and key points as well as characters, setting, and other elements. [Example](#) (also a good way to plan narrative writing)(RL3, RL5)
- Potential essay question prompt for RL5, RL1: RL5, 1: Using your knowledge of literary devices (including imagery, allusion, and symbolism) and/or plot structure (including parallel plots, pacing, foreshadowing, and flashbacks), choose 2-3 examples from the text and explain how the author used these to create tension, surprise, or mystery.

### WRITING FOCUS: EXPOSITORY WRITING

### Potential Writing Prompts

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- Adapt essay questions (see above) into an expository essay prompt.
- Drawing upon personal experience, in an explanatory essay show how you or someone you have known showed courage. In your essay explain clearly what the situation or experience was, who was involved, how and why it was an act of courage.
- What can you do that few people know about? Think of the things that few other friends or family members are able to do, or a skill that is passed down in your family. Maybe you can bake bread, wiggle your ears, do a back-flip, or play the accordion, etc. Choose one of these things you think is unique or interesting and explain the process behind this activity; explain the chronological steps necessary to perform your task so others may try to emulate you.
- Choose two or more stories from the unit and provide a thematic analysis that compares and contrasts the treatment of a theme in the stories.
- Explain the significance of stories to you, your community, or your country.
- Based upon your reading of the short stories in this unit, identify a thematic topic-love, tolerance, greed, friendship, etc.-and define what that abstract term means.
- Examine the decisions one of the characters makes in one of the stories you read. In your examination, explain the cause and effect relationships in their decisions and how that cause and effect relationship led to self-knowledge on the part of the character.

### VOCABULARY

Character, characterization  
 Figurative language  
 Irony (e.g., dramatic, situational, verbal)  
 Narrator  
 Parable

Plot (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement)  
 Point of view  
 Sensory imagery  
 Setting

Style  
 Symbol, symbolism  
 Theme  
 Tone

### TECH SKILLS

- I CAN:**
- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
  - Recognize, explain, and avoid plagiarism.
  - Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
  - Find pertinent research by searching appropriate keywords in databases.
  - Recognize spurious or false information while analyzing resources and avoid their use in work produced individually or in a group.
  - Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.

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- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available
- Copy/paste and/or embed digital media into documents, media projects, or presentations.

### Semester 2 (Units 3-4)

#### Unit 3: Poetry and Drama

##### ENDURING UNDERSTANDING(S):

Students understand how poetry is different from prose and examine the power of imagery and other kinds of figurative language.

Students understand the elements of drama in preparation for other dramatic works throughout high school.

##### ESSENTIAL QUESTION(S):

- What are poetic devices, such as alliteration, assonance, consonance, and enjambment?
- How do poetic devices help to reveal the theme(s) of a poem?
- What are the distinguishing characteristics of various kinds of poetry, such as ballads, odes, lyric poetry, blank verse, haiku, and sonnets?
- How is poetry different from prose?
- What are the general elements of drama?

##### STUDENT LEARNER OUTCOMES (standards)

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

##### STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.
- RL.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the

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cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- RL.5 - Analyze how an author’s choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.7 - Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- RL.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
  - Use words, phrases, and clauses 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”).
  - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence

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from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source and noting any discrepancies among data or information.
- SL.3 - Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a) Use parallel structure.
  - b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - a) Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - b) Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.
- L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **I CAN... (student-friendly language)**

- RL.1
  - Support my analysis of a text using specific evidence.
- RL.2
  - Identify the main idea or the theme of a text after reading the piece.

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- Find specific evidence of a main idea or theme within a text.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.3
  - Identify main and supporting characters in a text.
  - Cite specific character traits about main or supporting characters throughout a text.
  - Track relationships between main or supporting characters throughout a text.
  - Identify and cite how character development affects a text’s plot or theme.
- RL.4
  - Determine the meaning of a word or phrase from context or when it is used in literary devices.
  - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
- RL.5
  - Identify the way an author organizes or structures a text.
  - Identify and provide examples of literary devices in a text (e.g., foreshadowing, allusion, imagery, symbolism, etc.).
  - Accurately order events within a text, including events manipulated by pacing or flashbacks.
  - Recognize how an author’s writing technique impacts a reader’s emotional response (e.g., mystery, tension, surprise, etc.).
- RL.7
  - Compare details between different accounts of a subject.
- RL.9
  - Identify literary allusions made within a text.
  - Examine and explain how literary allusions impact a secondary text.
- RI.1
  - Find and refer to specific, relevant examples from a text (both explicit and inferred) to support an opinion about the text.
- RI.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- W.1 - Persuasive
  - Write a clear thesis statement.
  - Use valid and reliable evidence to support my thesis.
  - Explain my thoughts in a logical order to support the evidence to my thesis.
  - Introduce evidence which supports my thesis into the body paragraphs of my essay.
  - Acknowledge evidence which goes against my thesis and explain why my support is stronger.
  - Determine what style and tone are appropriate for the audience of my essay.
  - Provide a strong closing statement or paragraph which supports my thesis.

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- W.8
  - Find and use multiple sources of information, both in print and digital formats.
  - Determine which sources are most effective to answer a posed research question.
  - Effectively integrate research in my writing, while citing that research accurately
- W.9
  - Plan and write an analysis, reflection, or research paper using evidence from literature or informational texts.
- SL.1
  - Refer to evidence from research during a discussion on a specific topic.
  - Work with my peers to create effective and fair discussion expectations.
  - Appropriately pose and respond to questions in a group setting.
  - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
  - Summarize my peers' points and appropriately agree or disagree with those points.
  - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
- SL.2
  - Interpret details from a variety of media.
  - Evaluate data and identify discrepancies.
- SL.3
  - Identify a speaker's key points or claims.
  - Connect key points or claims to specific persuasive techniques.
  - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.
  - Identify false statements or reasoning by their supporting evidence.
- SL.4
  - Present findings clearly and logically in a way appropriate for the purpose and audience.
- L.1
  - Effectively use parallel structure while writing or speaking.
  - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
- L.3
  - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
  - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
- L.5
  - Recognize figurative language (e.g. literary devices) in a selection of text.
  - Examine how figurative language impacts a text.
  - Recognize words which have similar meanings.

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- Recognize analogies in a selection of text.
- Determine if an analogy makes an appropriate comparison.

### SUGGESTED WORKS

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

#### Literary Texts

##### Poetry

- A Lemon (Pablo Neruda) (EA) [Link](#)
- Bogland, Digging, and/or The Underground (Seamus Heaney)
- Buffalo Dusk (Carl Sandburg) [Link](#)
- Campo di Fiori (Czesław Miłosz) [Link](#)
- Complete Poems (Marianne Moore) [Link](#)
- Dream Variations (Langston Hughes) (EA) [Link](#)
- Elegy Written in A Country Churchyard (Thomas Gray) [Link](#)
- Grass (Carl Sandburg) [Link](#)
- Haiku selections
- Homecoming (Julia Alvarez) (EA)
- I Ask My Mother to Sing (Li-Young Lee)
- I Wandered Lonely as a Cloud (William Wordsworth)
- Lord Randall (Anonymous)
- Love Is (Nikki Giovanni) (EA)
- Mending Wall (Robert Frost) (E) (This is a CCSS exemplar text for grades 11 and 12.)
- Morning Glory (Naomi Shihab Nye)
- Ozymandias (Percy Bysshe Shelley) (E) [Link](#)
- Phantom Limbs (Anne Michaels)
- Psalm 96 (King James Bible)
- Saturday's Child (Countee Cullen) (EA)
- Sonnet 73 (William Shakespeare) (E) [Link](#)
- The Bison (Hilaire Belloc) [Link](#)
- The Darkling Thrush (Thomas Hardy)

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- The Lady of Shalott (Alfred, Lord Tennyson)
- The Raven (Edgar Allan Poe) (E) [Link](#)
- The Reader, In Trackless Woods (Richard Wilbur)
- The Sound of the Sea (Henry Wadsworth Longfellow) (EA)
- Walking Distance (Debra Allbery)
- We Grow Accustomed to the Dark (Emily Dickinson) (E)
- With Sincerest Regrets (Russell Edson) [Link](#)

### Drama

- Antigone (Sophocles) (EA)
- Oedipus the King (Sophocles) (E)
- Romeo and Juliet (William Shakespeare) (E)
- A Raisin in the Sun (Lorraine Hansberry) [Link](#)
- Inherit the Wind

### Informational Texts

#### Nonfiction

- “Crediting Poetry,” the Nobel Prize Lecture, 1995 (Seamus Heaney) (excerpts)
- Faulkner in the University: Class Conferences at the University of Virginia 1957-1958 (William Faulkner, Frederick L. Gwynn, ed.) (excerpts)
- Poetics (Aristotle) (excerpt on comedy and tragedy)

### Art, Music, and Media

#### Art

- Chartres Cathedral (1193 and 1250)
- Frank Lloyd Wright, Frederick C. Robie House (1909)
- Greek, Terracotta Hydria (ca. 510 BCE)
- Leonardo da Vinci, Mona Lisa (1503-1506)
- David, Michelangelo (1504)
- Sandro Botticelli, Venus on a Clamshell (1486)
- The Parthenon (447-432 BC)
- Vincent van Gogh, Starry Night (1889)
- Artemisia Gentileschi, Judith and Her Maidservant with the Head of Holofernes (1625)
- Michelangelo Merisi da Caravaggio, The Death of the Virgin (1604-1606)

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- Pablo Picasso, *The Tragedy* (1903)

### Music

- Giacomo Puccini, “O mio buttino caro” (Gianni Schicchi, 1918)
- Giacomo Puccini, “Un bel di, vedremo” (*Madama Butterfly*, 1904)

### Additional Online Resources

- Robert Frost reads “Mending Wall” View Lesson Plan for Robert Frost's Mending Wall” (National Endowment for the Humanities)
- Seamus Heaney reads “Bogland”
- Seamus Heaney reads “Digging”
- Seamus Heaney reads “The Underground”
- Listening to Poetry: Sounds of the Sonnet (National Endowment for the Humanities) (RL.9-10.4, RL.9-10.5)
- Oedipus the King: An Introduction to Greek Drama (PBS) (RL.9-10.4, RL.9-10.10)
- Antigone and the Ancient Greek Theater (National Endowment for the Humanities) (RL.9-10.4, RL.9-10.10)
- Shakespeare’s *Romeo and Juliet*: “You Kiss by the Book” (National Endowment for the Humanities) (RL.9-10.4, RL.9- 10.10)

### ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

- Potential essay question prompts for RL.2, RL.1: a. What is the theme of this piece? Cite 2-3 details that support your assertion. b. In your own words, summarize this piece in 4-6 sentences.
- Potential essay question prompt for RL.3, RL.1: a. How is (INSERT CHARACTER NAME) different at the end of the story than at the beginning? Cite 2-3 events from the story that were influential in the change. Make sure to explain how the event is related to the change. b. Imagine how the story would have been different had it not been for (INSERT CHARACTER NAME). Choose 2-3 decisions made by this character that either influence the plot, demonstrate the theme, or both. Make sure to explain how the decision/action connects with the plot or theme.
- Potential essay question prompt for RL.4, RL.1: What is the tone of this piece? Cite 2-3 examples of language used by the author that contribute to the tone. Make sure to explain how the word choice is related to the tone.
- Potential essay question prompt for RL.5, RL.1: Using your knowledge of literary devices (including imagery, allusion, and symbolism) and/or plot structure (including parallel plots, pacing, foreshadowing, and flashbacks), choose 2-3 examples from the text and explain how the author used these to create tension, surprise, or mystery.
- Potential essay question prompts for RL.7: 1. (To be used in a text/movie comparison) Choose a specific scene found in both the book and the film and think about what was emphasized or absent in one representation compared to the other. Answer the following: a. How does this difference affect the story? b. Why do you think they chose to make the adaptation different from the original? 2. Choose a character found in both the text and the

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film and think about what was emphasized or absent in one representation compared to the other. Answer the following: a. How does this difference affect the story or character development? b. Why do you think they chose to make the character in the adaptation different from in the original?

- Potential essay question prompt for RL.9, RL.1: Of the (literary, historical) allusions made in the text, choose one and explain why you think the author chose it. Consider: Does it improve the piece? Does the allusion “work”? You may need to make a direct comparison between the allusion and the situation in which we find it in the text.
- Potential essay question prompts for RI.2, RI.1: 1. What is the main idea of this piece? Cite 2-3 details that support your assertion. 2. In your own words, summarize this piece in 4-6 sentences.
- SL.4 (possibly SL.5): Persuasive speeches. Using persuasive essays as a starting point, students develop speeches arguing an issue, making sure to identify and refute the main point(s) from the opposing argument. Delivery of speeches can be used to satisfy other Speaking and Listening standards, including SL.6 and SL.5 (if the student uses multimedia to support their speech).
- SL.2, 3 (possibly RI.8 as well): Speech critiques. Students choose a classmate’s speech to critique, making sure to evaluate the logic of the argument (SL.3, RI.8) as well as any use of multimedia (if it was used—SL.2). Argument critique can also be done as part of a debate.

### WRITING FOCUS: PERSUASIVE (RESEARCH) WRITING

#### Potential Writing Prompts

- Adapt essay questions (see above) into a persuasive essay prompt.
- Identify a local, national or international issue that interests you. Write a letter to the editor that develops an argument on the topic, whether an argument to inform, to persuade, or to provide a solution.
- Develop an argument about the importance of poetry in a community/culture.
- Examine the argument presented in one of the poems studied during this unit and how the poet created their argument.
- After finishing one of the plays in this unit, analyze the cultural, historical or social commentary it provides.
- NY Times Argumentative Writing prompts: <https://www.nytimes.com/2017/03/01/learning/lesson-plans/401-prompts-for-argumentative-writing.html>

### VOCABULARY

Alliteration  
 Analogy  
 Assonance  
 Ballad  
 Blank Verse  
 Consonance

Enjambment  
 Figurative Language  
 Free Verse  
 Haiku  
 Heroic Couplet  
 Imagery

Narrative Poetry  
 Octet  
 Ode  
 Rhyme  
 Rhyme Scheme  
 Rhythm

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Diction Dramatic Poetry	Lyric Poetry Meter	Sestet Sonnet (Petrarchan, Shakespearean)
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### Unit 4: The Novel

#### ENDURING UNDERSTANDING(S):

Students focus on the novel as a literary form.

#### ESSENTIAL QUESTIONS:

- What are the similarities and differences in the use of literary elements between novels and short stories?
- What characterization techniques are used and how are the techniques used for major and minor characters in the novel?
- What is the importance of point of view in a novel and how would it be different if told from someone else’s point of view?

#### STUDENT LEARNER OUTCOMES (standards)

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

#### STUDENTS WILL... (state standards)

- RL.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.6 - Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.
- RI.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and

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- examples appropriate to the audience’s knowledge of the topic.
- c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
  - SL.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source and noting any discrepancies among data or information.
  - SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
  - SL.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
  - L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - a) Use parallel structure.
    - b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
  - L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
    - a) Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., “it drives me up a wall”) as clues to the meaning of a word or phrase.
    - b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
    - c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation

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## 9<sup>th</sup> GRADE – GENRE AND THEME

- of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### I CAN... (student-friendly language)

- RL.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.3
  - Identify main and supporting characters in a text.
  - Cite specific character traits about main or supporting characters throughout a text.
  - Track relationships between main or supporting characters throughout a text.
  - Identify and cite how character development affects a text's plot or theme.
- RL.6
  - Read a variety of world literature.
  - Recognize, compare, contrast, and analyze points of view or cultural experiences in works of literature.
- RI.3
  - Determine the organization of an author's main points, ideas, or textual events.
  - Examine the effectiveness of a text's argument using my knowledge of an author's organizational strategy.
- W.2 - Expository
  - Brainstorm multiple topics or ideas.
  - Choose a single, supportable topic from a variety of choices.
  - Use an outline to organize an essay on a specific topic.
  - Write a clear thesis statement.
  - Use formatting to organize my essay in a logical manner.
  - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
  - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
  - Explain my thoughts in a logical order to support the evidence of my thesis.
  - Choose appropriate and varied transition words effectively in my writing.
  - Determine what style and tone are appropriate for the audience of my writing.
  - Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
  - Provide a strong closing statement or paragraph, which supports my thesis.
- W.7
  - Brainstorm and choose a question to answer or solve that will guide a long-term research project.

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## 9<sup>th</sup> GRADE – GENRE AND THEME

- Adjust my research area of focus as needed for my project.
- Combine information from multiple sources to support my research and findings.
- W.8
  - Find and use multiple sources of information, both in print and digital formats.
  - Determine which sources are most effective to answer a posed research question.
  - Effectively integrate research in my writing, while citing that research accurately.
- SL.2
  - Interpret details from a variety of media.
  - Evaluate data and identify discrepancies.
- SL.4
  - Present findings clearly and logically in a way appropriate for the purpose and audience
- SL.5
  - Incorporate digital media into a presentation in a way that enhances the presentation.
- L.1
  - Effectively use parallel structure while writing or speaking.
  - Communicate effectively while writing or speaking using grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
- L.4
  - Figure out and define unknown words.
  - Clarify the difference between words with multiple meanings.
  - Use roots or cultural knowledge to determine a word's meaning.
  - Use context clues to determine a word's meaning.
  - Recognize dialect or idiomatic expressions within a piece of literature.
  - Identify how words will change to become different parts of speech.
  - Gather information from a variety of reference materials.
  - Find information on how to pronounce a word.
  - Check whether my guess at a word's definition is correct and change my definition as needed.

### SUGGESTED WORKS

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

### Literary Texts

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## 9<sup>th</sup> GRADE – GENRE AND THEME

Note: Alternatives to *To Kill a Mockingbird* are provided. The theme of honor could be considered in any of the texts listed here. It is also possible to find excellent novels with themes not relating to honor.

### Novels

- All Quiet on the Western Front (Erich Maria Remarque)
- Black Boy (Richard Wright) (E) Note: This is an exemplar text in grades 11 and 12.
- Of Mice and Men (John Steinbeck) (EA)
- The Color Purple (Alice Walker) (EA)
- The Killer Angels (Michael Shaara) (E)
- To Kill A Mockingbird (Harper Lee) (E)
- Fahrenheit 451 (Ray Bradbury)

### Informational Texts

#### Essays

- “In Search of Our Mothers’ Gardens” (Alice Walker) (EA) (to accompany The Color Purple)

### Nonfiction

- Brother, Can You Spare a Dime? The Great Depression of 1929 - 1933 (Milton Melzer)
- Only Yesterday (Frederick Lewis Allen) (excerpts, e.g., chapters XII-XIV)

### Speeches

- First Inaugural Speech, March 4, 1933 (Franklin D. Roosevelt) [Link](#)

### Art, Music, and Media

- America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945 (Library of Congress) [Link](#)
- Selected photographs by Dorothea Lange, taken for the Farm Security Administration (Library of Congress) [Link](#)
- Film Robert Mulligan, dir., To Kill A Mockingbird (1962)

### Additional Online Resources

- American Life Histories: Manuscripts from Federal Writers Project (The Library of Congress)
- [Famous American Trials: "The Scottsboro Boys" Trials](#) (1931-1937) (University of Missouri-Kansas School of Law) (Note: This website contains both primary and secondary source accounts of the trial.)
- St. Louis Federal Reserve Resources and References for The Great Depression View The History of Jim Crow (JimCrowHistory.org) (RI.9-10.2)

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- To Kill a Mockingbird and the Scottsboro Boys Trial: Profiles in Courage (National Endowment for the Humanities) (RI.9-10.7, RI.9-10.8)
- Harper Lee’s To Kill a Mockingbird: Profiles in Courage (National Endowment for the Humanities.) (RL.9-10.2, RL.9- 10.3)

### ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

- Character development map: students use an organizer to track character development over the course of a story. [Example](#) (RL.3)
- Plot analysis: students chart the plot of a narrative, identifying climax and key points as well as characters, setting, and other elements. [Example](#) (also a good way to plan narrative writing)(RL.3, RL.5).
- Theme: students track development of theme and cite evidence supporting their identification of theme. [Example 1](#) [Example 2](#) (RL.2, RL.1)
- Potential essay question prompts for RL.2, RL.1: A. What is the theme of this piece? Cite 2-3 details that support your assertion. B. In your own words, summarize this piece in 4-6 sentences.
- Potential essay question prompt for RL.3, RL.1: A. How is (INSERT CHARACTER NAME) different at the end of the story than at the beginning? Cite 2-3 events from the story that were influential in the change. a. Make sure to explain how the event is related to the change. b. Imagine how the story would have been different had it not been for (INSERT CHARACTER NAME). Choose 2-3 decisions made by this character that either influence the plot, demonstrate the theme, or both. Make sure to explain how the decision/action connects with the plot or theme.
- SL.4, SL.5: Research presentations. Students create a presentation (slideshow, video, etc.) that utilize multimedia (photos, charts, graphs, maps, videos, audio files, etc.) to share the results of their research with the class (or other audience). This presentation can also be used to assess Speaking and Listening standards such as SL.6.
- SL.2, SL.3: Presentation critiques. Students will critique a classmate’s presentation, evaluating the flow of logic as well as the effectiveness of the supporting multimedia.

### WRITING FOCUS: RESEARCH WRITING

#### Potential Writing Prompts

- Adapt essay questions (see above) into an essay prompt.
- Choose an issue in “To Kill a Mockingbird”, or a different novel in the unit, that still applies today. Conduct research and write an explanatory or argumentative essay examining the issue.
- Using research from multiple sources as evidence, defend an idea or issue that is important to you.
- Using research from multiple sources as evidence, examine an issue related to media in order to reach a conclusion.
- Using research from multiple sources as evidence, analyze one of the novels from this unit.

### VOCABULARY

# KPBSD ELA CURRICULUM

## 9<sup>th</sup> GRADE – GENRE AND THEME

Antagonist Characterization Characters: major and minor Conflict	Extended Metaphor Motif Parallel plots	Protagonist Setting Theme
<b>TECH SKILLS</b>		
<b>I CAN...</b> <ul style="list-style-type: none"> <li>• Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.</li> <li>• Recognize, explain, and avoid plagiarism.</li> <li>• Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.</li> <li>• Find pertinent research by searching appropriate keywords in databases.</li> <li>• Recognize spurious or false information while analyzing resources and avoid their use in work produced individually or in a group.</li> <li>• Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.</li> <li>• Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.</li> <li>• Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).</li> <li>• Use collaborative digital tools, including reviewing, annotating, and commenting.</li> </ul>		

# KPBSD ELA CURRICULUM

## 10<sup>th</sup> GRADE – WORLD LITERATURE

### **ELA 10: World Literature**

This course will examine the relationship between literature, culture, and historical events in different regions of the world in order for students to better understand the world view of the people of certain regions and continually evolving relationships between regions.

PLEASE NOTE that ELA Curriculum documents are:

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

### **ELA 10 Course Navigation:**

[Unit 1](#) - Latin America

[Unit 2](#) - Asia

[Unit 3](#) - Russia

[Unit 4](#) - Africa & Middle East

# KPBSD ELA CURRICULUM

## 10<sup>th</sup> GRADE – WORLD LITERATURE

**Course Name:** ELA 10 - World Literature

**BIG IDEA:**

This course will examine the relationship between literature, culture, and historical events in different regions of the world in order to better understand the world view of the people of that region and continually evolving relationships between the regions.

[Standards Pacing Guide](#)

**Writing Assessment Foci:**

Semester 1 - Narrative and Expository

Semester 2 - Persuasive and Research

### SEMESTER 1 (UNITS 1 & 2)

#### Unit 1: World Literature: Latin and Central America

**ENDURING UNDERSTANDING(S):**

Students explore themes central to Latin and Central American literature (the fantastical, gender roles, social realism, time, and magic), how those themes are intrinsic representations of the culture and historical events of the region, and how this impacts current events.

**ESSENTIAL QUESTIONS:**

- What are the defining themes in Latin and Central American Literature, such as “Social Realism”?
- How does the genre of Magical Realism convey a reaction to the historical events of the region and portray key aspects of the culture?
- How does the structure of narratives and short stories from Latin America allude to the role of time in that region?
- How do the literary devices of tone and mood convey aspects of Social Realism?

**STUDENT LEARNER OUTCOMES (standards)**

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

**STUDENTS WILL... (state standards)**

- RL.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.5 - Analyze how an author’s choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as

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## 10<sup>th</sup> GRADE – WORLD LITERATURE

mystery, tension, or surprise.

- RL.6 - Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.
- RL.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).
- RI.5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- W.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
- SL.3 - Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - b) Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.

### **I CAN... (student-friendly language)**

- RL.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.3
  - Identify main and supporting characters in a text.
  - Cite specific character traits about main or supporting characters throughout a text.
  - Track relationships between main or supporting characters throughout a text.
  - Identify and cite how character development affects a text's plot or theme.
- RL.5
  - Identify the way an author organizes or structures a text.
  - Identify and provide examples of literary devices in a text (e.g., foreshadowing, allusion, imagery, symbolism, etc.).
  - Accurately order events within a text, including events manipulated by pacing or flashbacks.
  - Recognize how an author's writing technique impacts a reader's emotional response (e.g., mystery, tension, surprise, etc.).

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## 10<sup>th</sup> GRADE – WORLD LITERATURE

- RL.6
  - Read a variety of world literature.
  - Recognize, compare, contrast, and analyze points of view or cultural experiences in works of literature.
- RL.9
  - Identify literary allusions made within a text.
  - Examine and explain how literary allusions impact a secondary text.
- RI.5
  - Analyze sentences, paragraphs, or chapters of an author’s work to see how the author developed the main idea.
  - Provide textual evidence from sentences, paragraphs, or chapters to prove the development of an idea.
- RI.6
  - Determine an author’s point of view or purpose in a piece of literature.
  - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a piece of literature.
- W.3 - Narrative
  - Capture a reader’s attention with an effective narrative hook.
  - Create character(s) and narrator(s) who have depth and a recognizable character arc.
  - Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
  - Effectively organize narrative plot elements.
  - Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
  - Create an engaging narrative using precise, descriptive language and sensory details.
  - Provide an effective and satisfying conclusion to a narrative piece
- SL.3
  - Identify a speaker’s key points or claims.
  - Connect key points or claims to specific persuasive techniques.
  - Use specific, relevant supporting evidence to determine if an argument’s key point or claim is well supported.
  - Identify false statements or reasoning by their supporting evidence.
- L.5
  - Recognize figurative language (e.g. literary devices) in a selection of text.
  - Examine how figurative language impacts a text.
  - Recognize words which have similar meanings.
  - Recognize analogies in a selection of text.
  - Determine if an analogy makes an appropriate comparison.

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## 10<sup>th</sup> GRADE – WORLD LITERATURE

### SUGGESTED WORKS

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

#### Literary Texts

Note: Texts can be combined in a number of ways. Students, for example, can read either one midlength novel or two short novels, in addition to a play, a selection of poems by various authors, and a nonfiction essay.

#### Novels

##### *Chile*

- The House of the Spirits (Isabel Allende and Magda Bogin, trans.)

##### *Mexico*

- Like Water for Chocolate (Laura Esquivel and Thomas Christensen, trans.)
- The Book of Lamentations (Rosario Castellanos)
- The Old Gringo (Carlos Fuentes and Margaret Sayers Peden, trans.)
- The Underdogs: A Novel of the Mexican Revolution (Mariano Azuela and Sergio Waisman, trans.) [Link](#)

##### *Columbia*

- One Hundred Years of Solitude (Gabriel García Márquez) (L1410)

#### Plays

##### *Mexico*

- The Impostor: A Play for Demagogues (Rodolfo Usigli and Ramon Layera, trans.)

#### Poetry

##### *Chile*

- Book of Twilight (Pablo Neruda)
- Gabriela Mistral: A Reader (Gabriela Mistral, Maria Giachetti, trans., Marjorie Agosin, ed.) (selections)
- Twenty Love Poems and a Song of Despair (Pablo Neruda and W.S. Merwin, trans.) (selections) [Link](#)
- Nothing but Death (Pablo Neruda) [Link](#)

##### *Mexico*

- Eagle or Sun? (prose poems) (Octavio Paz) (selections)

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### Short Stories

#### *Argentina*

- End of the Game (Julio Cortázar)
- Letter to a Young Lady in Paris (Julio Cortázar)
- The Garden of Forking Paths (Jorge Luis Borges) [Link](#)
- The Secret Miracle (Jorge Luis Borges) [Link](#)

#### *Chile*

- The Stories of Eva Luna (Isabel Allende) (selections)

#### *Cuba*

- Journey Back to the Source (Alejo Carpentier) [Link](#)

#### *Colombia*

- Chronicle of a Death Foretold (Gabriel García Márquez) [Link](#)
- No One Writes to the Colonel (Gabriel García Márquez) [Link](#)
- The Sea of Lost Time (Gabriel García Márquez)
- A Very Old Man with Enormous Wings” (Gabriel García Márquez) [Link](#)

### Informational Texts

#### Nonfiction

- Against All Hope: A Memoir of Life in Castro's Gulag (Armando Valladares) [Link](#)
- Complex Feelings about Borges in The Noé Jitrik Reader: Selected Essays on Latin American Literature (Noé Jitrik and Susan E. Benner, trans.) (selections)
- The Noé Jitrik Reader: Selected Essays on Latin American Literature (Noé Jitrik and Susan E. Benner, trans.)
- The Testimony of Contemporary Latin American Authors (Doris Meyer, ed.) (excerpts)

#### Speeches

- The Solitude of Latin America Nobel Prize Acceptance Speech, 1982 (Gabriel García Márquez) [Link](#)

### Art, Music, and Media Art

#### *Honduras*

- Deity Figure (Honduras, third to sixth century) [Link](#)

#### *Colombia*

- Masked Figure Pendant (Colombia, tenth to sixteenth century) [Link](#)

#### *Costa Rica*

- Bird Pendant (Costa Rica, first century BCE to first century CE) [Link](#)

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### *Guatemala*

- Tripod Bird Bowl (Guatemala, third to fourth century) [Link](#)

### *Mexico*

- Diego Rivera, The History of Mexico: The Ancient Indian World (1929-1935) [Link](#)
- Murals at Bonampak (Mayan, ca. 580 to 800 CE) [Link](#)
- Murals from Teotihuacan (Tetitla, ca. 100 BCE to 250 CE) [Link](#)

### *Peru*

- Drinking Vessel (Peru, late fifteenth to early sixteenth century) [Link](#)

### **Additional Online Resources**

- Author Gabriel García Márquez was Born on This Day (ReadWriteThink) (RL.9-10.6) [Link](#)

### **ASSESSMENTS**

*What evidence will demonstrate student achievement of their learning?*

- **Narrative Writing:** Write a short story inspired by any of the works in the unit. Read it aloud to the class and invite discussion about which work might have inspired it and how. Your teacher may give you the option of adding a multimedia component, either creating a digital slide presentation or a movie where your narrative becomes the audio portion. (W.10.3, SL.10.1, SL.10.5)
- **Reading Literature, Language Usage, Speaking and Listening:** Your teacher will select passages from the works in this unit. In your journal or on a shared online spreadsheet, identify the figures of speech and interpret them in complete sentences. Then select the abstract nouns and figures of speech in the passage and discuss the nuances and various connotations of each. Discuss with your classmates which connotations you think the author intends. (L.10.5)
- **Reading Informational Text, Reading Literature, Informative Writing Seminar:** What does Márquez mean by "solitude" in his Nobel Prize acceptance speech, "The Solitude of Latin America," and his novel One Hundred Years of Solitude? How is solitude a metaphor? Is it a fitting metaphor? Why or why not? Use specific textual evidence to discuss. After the seminar, write an informative/explanatory essay using at least two pieces of textual evidence to support a clear thesis from both his speech and his novel. (RL.10.4, RI.10.8, W.10.2, W.10.4, W.10.9, SL.10.1, SL.10.3)
- **Art, Speaking and Listening:** View the images painted in prehistoric Latin America. What do you see in the murals? What colors and symbols are prominent? Why do you think the artist used these colors and these symbols? What do you see in Diego Rivera's murals in comparison to the ancient murals? Do the modern-day murals include any iconography from prehistoric Latin America? Why do you think the artist is interested in the Aztec and Mayan cultures? What symbolism did Rivera use? (SL.10.1, SL.10.2)

### **Formal writing samples**

- See prompts below. (W.10.3, 10.4, 10.5, 10.6, 10.10)

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## 10<sup>th</sup> GRADE – WORLD LITERATURE

### WRITING FOCI: Quarter 1 - Narrative

#### Potential Writing Prompts

##### Narrative

- Write a narrative integrating magical realism into the plot. Provide a secondary paragraph providing explanation of what the magical realism elements are and how your own cultural experiences contributed to them. (W.10.2, 10.3)
- Write a narrative that intentionally utilizes at least one alternative (non-linear) plot structure and incorporates non-traditional use of time (e.g. flashback, flashforward). (W.10.3)
- Write a narrative of an experience where you experienced a different culture and what you learned from that experience. (W.10.2, 10.3)

#### Additional prompts can support reading standards and/or units

##### Informational

- Select a passage from a Latin American text that exemplifies Social Realism. Analyze the passage to determine the elements that make it Social Realism, then research historical events surrounding the creation of that passage to identify connections between history and the literature. (RL.10.1 or RI.10.1, RL.10.2 or RI.10.2, RL.10.6 or RI.10.6, W.10.7, 10.8, 10.9)
- Compare 2-3 examples of Latin American literature identifying the key cultural components and historical events and how they are portrayed. Cite evidence from the text to demonstrate your thinking. (RL.10.1 or RI.10.1, RI.10.7, W.10.2)

##### Argument

- Analyze a male character from a Latin American story. Reinterpret the character from a female perspective in Latin American society. Argue for or against whether the experience would be significantly different from this perspective. Include evidence from a specific scene in the story. (RL.10.1 or RI.10.1, RL.10.3 or RI.10.3, RL.10.6 or RI.10.6, W.10.2)
- Identify the tone and mood from a Latin American story. Construct an argument of which literary device (tone or mood) plays a more significant role in the piece. Include in your argument the impact of it on the reader and support your stance with evidence from the text. (RL.10.1 or RI.10.1, RL.10.5 or RI.10.5, L.10.5, W.10.1)

##### Research

- Research a current event with ties to Latin America. Articulate how the event is a reflection worldview presented in the literature of the region. (R.10.1, RI.10.2, W.10.2, W.10.7, 10.8, 10.9)

### VOCABULARY

Extended metaphor  
First-person point of view  
Foreshadowing  
Imagery

Irony  
Magical realism  
Metaphor  
Paradox

Rhetoric  
Symbolism  
Theme  
Third-person omniscience

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## 10<sup>th</sup> GRADE – WORLD LITERATURE

### TECH SKILLS

#### I CAN...

- Recognize, explain, and avoid plagiarism.
- Review, annotate, comment, or “track changes” using collaborative digital tools or cloud-based documents.
- Backup files on appropriate storage mediums (school servers, online storage, flash drives).
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.

### Unit 2: World Literature: Asia

#### ENDURING UNDERSTAND(S):

Students explore themes central to Asian literature (collectivism, honor, harmony, hierarchy, ritual), how those themes are intrinsic representations of the culture and historical events of the region, and how this impacts current events.

#### ESSENTIAL QUESTIONS:

- What are the defining themes of Asian literature, such as collectivism?
- What are the key tenets of Eastern Philosophies and how do they impact both literature and modern culture?
- How are the societal concepts of collectivism and hierarchy demonstrated in character development in Asian literature?
- How are literary devices such as allegory and paradox founded in the ancient history of the Asian region?
- How do literary devices in poetry and drama reflect unique and varied cultural beliefs or values?

#### STUDENT LEARNER OUTCOMES (standards)

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

#### STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.
- RL.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges

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and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence, after reading a text.

- RL.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.5 - Analyze how an author's choices concerning how to structure a text, use literary devices appropriate to genre (e.g., foreshadowing, imagery, allusion or symbolism), order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.6 - Analyze a particular point of view or cultural experience reflected in a work of literature (e.g., mythology, colonialism, local culture), drawing on a wide reading of world literature.
- RL.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other

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information and examples appropriate to the audience’s knowledge of the topic.

- c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a) Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”).
  - b) Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - b) Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.

### **I CAN... (student-friendly language)**

- RL.1
  - Properly cite textual evidence using APA format.
  - Support my analysis of a text using specific evidence.
- RL.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.3

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- Identify main and supporting characters in a text.
- Cite specific character traits about main or supporting characters throughout a text.
- Track relationships between main or supporting characters throughout a text.
- Identify and cite how character development affects a text's plot or theme.
- RL.5
  - Identify the way an author organizes or structures a text.
  - Identify and provide examples of literary devices in a text (e.g., foreshadowing, allusion, imagery, symbolism, etc.).
  - Accurately order events within a text, including events manipulated by pacing or flashbacks.
  - Recognize how an author's writing technique impacts a reader's emotional response (e.g., mystery, tension, surprise, etc.).
- RL.6
  - Read a variety of world literature.
  - Recognize, compare, contrast, and analyze points of view or cultural experiences in works of literature.
- RL.9
  - Identify literary allusions made within a text.
  - Examine and explain how literary allusions impact a secondary text.
- RI.1
  - Find and refer to specific, relevant examples from a text (both explicit and inferred) to support an opinion about the text.
- RI.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.3
  - Determine the organization of an author's main points, ideas, or textual events.
  - Examine the effectiveness of a text's argument using my knowledge of an author's organizational strategy.
- W.2 - Expository
  - Brainstorm multiple topics or ideas.
  - Choose a single, supportable topic from a variety of choices.
  - Use an outline to organize an essay on a specific topic.
  - Write a clear thesis statement.
  - Use formatting to logically organize my essay.
  - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
  - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
  - Explain my thoughts in a logical order to support the evidence of my thesis.

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- Choose appropriate and varied transition words effectively in my writing.
- Determine what style and tone are appropriate for the audience of my writing.
- Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
- Provide a strong closing statement or paragraph which supports my thesis.
- W.7
  - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
  - Adjust my research area of focus as needed for my project.
  - Combine information from multiple sources to support my research and findings.
- W.8
  - Find and use multiple sources of information, both in print and digital formats.
  - Determine which sources are most effective to answer a posed research question.
  - Effectively integrate research in my writing, while citing that research accurately.
- W.9
  - Plan and write an analysis, reflection, or research paper using evidence from literature or informational texts.
- L.5
  - Recognize figurative language (e.g. literary devices) in a selection of text.
  - Examine how figurative language affects a text.
  - Recognize words that have similar meanings.
  - Recognize analogies in a selection of text.
  - Determine if an analogy makes an appropriate comparison.

### SUGGESTED WORKS

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

#### Literary Texts

Note: Texts can be combined in a number of ways. Students, for example, can read excerpts from an ancient work; one novel; one play; several short stories; and a long poem or selection of poems. Or teachers might choose two novels or two plays instead of one novel and one play. Students should consult informational texts and secondary sources, online and in the library, for their essays.

#### Novels

##### *China*

- Dream of the Red Chamber (Cao Xueqin) (selections) [Link](#)

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- Family (Pa Jin)

### *India*

- In Custody (Anita Desai)
- Midnight's Children (Salman Rushdie)
- Nectar in a Sieve (Kamala Markandaya)
- The God of Small Things (Arundhati Roy)

### *Japan*

- After Dark (Haruki Murakami)
- Norwegian Wood (Haruki Murakami)
- The Sound of Waves (Yukio Mishima)

### **Short Stories**

#### *China*

- Strange Tales from a Chinese Studio (Pu Songling, ed.) [Link](#)
- Under The Red Flag (Ha Jin) (selections)
- On the Road to Thistle Gate (Cheng Danlu) [Link](#)
- Records of the Grand Historian (Sima Qian) [Link](#)
- The Lady Knight Errant (Liao Chih Chih) [Link](#)

#### *India*

- The Banyan Tree (Ruskin Bond) [Link](#)
- The Kitemaker (Ruskin Bond) [Link](#)

#### *Japan*

- Rashomon and Other Stories (Ryunosuke Akutagawa) [Link](#)

#### *Vietnam*

- The General Retires and Other Stories (Nguyen Huy Thiep)

### **Poetry**

#### *Sanskrit*

- The Ramayana (attributed to the Hindu sage Valmiki) [Link](#)

#### *China*

- A Song of Ch'ang-kan (Li Bai\*) (E) (excerpts) (This author is referenced in Appendix B of the CCSS as Li Po, another transliteration of the author's name.) [Link](#)
- On a Gate-tower at Yuzhou (Chen Zi'ang) (excerpts) [Link](#)
- Substance, Shadow, and Spirit (T'ao Ch'ien) (excerpts) [Link](#)

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- The Jade Mountain: A Chinese Anthology, Being Three Hundred Poems of the T'ang Dynasty 618-906 (Kiang Hang-Hu and Witter Bynner, trans.) (selections) [Link](#)

### *India*

- Song VII (Rabindranath Tagore) (E) [Link](#)
- The Golden Craft (Rabindranath Tagore) (OOP) (EA) [Link](#)

### **Plays**

#### *China*

- Thunderstorm (Cao Yu) [Link](#)

#### *India*

- The Post Office (Rabindranath Tagore) (EA) [Link](#)

#### *Japan*

- Atsumori (Seami) [Link](#)

### **Informational Texts**

#### **Autobiographies**

- Six Records of a Floating Life (Shen Fu) (China)

#### **Nonfiction**

- Historical Dictionary of Modern Japanese Literature and Theater (J. Scott Miller)
- Li Bai, A Hero among Poets, in the Visual, Dramatic, and Literary Arts of China (Kathlyn Maureen Liscomb) [Link](#)
- The Analects (Confucius) (selections) [Link](#)
- The Columbia Companion to Modern East Asian Literature (Joshua Mostow, ed.)
- The I Ching (transmitted by Fei Zhi) [Link](#)
- The Scandal of Empire: India and the Creation of Imperial Britain (Nicholas B. Dirks)
- The Tao of Pooh and The Te of Piglet (Benjamin Hoff) (selections)
- The Tao Te Ching (Lao Tzu) (selections) [Link](#)
- Trading Places: The East India Company and Asia, 1600-1834 (Anthony Farrington) (OOP)

### **Art, Music, and Media Art**

#### **Film**

- Akira Kurosawa, dir., Rashomon (1950) [Link](#)
- Zhang Yimou, dir., Curse of the Golden Flower (2006)

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### Media

- Chinese Poems of the Tang and Sung Dynasties: Read by Lo Kung-Yuan in Northern Chinese, Peking Dialect (Folkways Records, 1963)

#### China

- Han Clothing (pre-seventeenth century) [Link](#)
- Ma Lin, wall scroll (1246) [Link](#)
- Moon-shaped flask with birds (1723-1725) [Link](#)

#### Japan

- Ando Hiroshige, One Hundred Views of Edo (1856) [Link](#)
- Arita, Porcelain plate with design of dragon (1690s-1730s) [Link](#)
- Kimono with carp, water lilies, and morning glories (1876) [Link](#)

#### South Asian and Himalayan

- Box with lid (Indian, late sixteenth century) [Link](#)
- Four Mandala Vajravali Thangka (Tibetan, ca. 1430) [Link](#)
- Scenes from the Life of Buddha (Pakistan or Afghanistan, ca. late second to early third century) [Link](#)

### Additional Online Resources

- Poems by Li Bai (Li Po) (PoemHunter.com) [Link](#)
- Being in the Noh: An Introduction to Two Japanese Noh Plays (National Endowment for the Humanities) (RL.9-10.6) [Link](#)
- Lessons of the Indian Epics: The Ramayana (National Endowment for the Humanities) (RL.9-10.3) [Link](#)

### ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

- **Film, Reading Literature, Informative Writing** Analyze Akutagawa’s story “In a Bamboo Grove” and Kurosawa’s film Rashomon. How do the story and the film portray the characters’ psychological states? (Note: Kurosawa’s Rashomon is based on Akutagawa’s “In a Bamboo Grove,” not on his “Rashomon,” though a few details from the latter story appear in the film.) Write an informative/explanatory essay using at least three pieces of textual evidence to support an original thesis statement. (RL.10.7, SL.10.1, W.10.2)
- **Reading Literature, Argument Writing** What does Amal teach the other characters in Rabindranath Tagore’s The Post Office? (Identify a passage where a character teaches another?) Do these teachings reflect the values of Confucianism or Taoism? Write an argument using at least three pieces of textual evidence to support your position. (RL.10.1, SL.10.1, W.10.2, W.10.9)
- **Reading Poetry, Reading Informational Text, Argument Writing** Does the poem “Spirit, Substance, Shadow” connect to the teachings of Lao Tzu or Confucius? Identify a poem reflecting the teachings of Eastern Philosophy. Identify the philosophy and explain how it is reflected in the poem. What does the poem reveal about this philosophy? Write an argument using at least three pieces of textual evidence from multiple sources to support your position (SL.10.1, W.10.2, W.10.9)

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- **Reading Literature, Reading Informational Text, Informative Writing** Seminar: How is the novel *Midnight's Children* or *Nectar in a Sieve* an allegorical text? What does the allegory reveal about the author's point of view? Use evidence from reference texts *Trading Places: The East India Company and Asia, 1600–1834* and *The Scandal of Empire: India and the Creation of Imperial Britain* to enhance your argument. Write an informative/explanatory essay using at least three pieces of evidence from the novels and the reference texts to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (SL.10.1, W.10.2, W.10.9)
- **Art, Speaking and Listening** Examine a painting or object from each culture. What iconography do you see in each? Do you see cross-cultural connections in the artwork (i.e., which culture seems to have borrowed ideas from others)? How do you know? What imagery might you interpret as specific to one culture (e.g., designs, patterns, lines, or shapes)? Why does this imagery stand out to you? (SL. 10.1, SL. 10.2)

### Formal writing samples

- See prompts below. (W.10.2, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9; RL.10.9)

## WRITING FOCUS: EXPOSITORY WRITING

### Potential Writing Prompts

#### Informational

- Choose one of the authors in the unit and write a well-researched informative/explanatory essay that discusses the ways in which the author's work reflects or questions one of his or her country's cultural traditions (e.g., arranged marriages or the caste system). (RL.10.1 or RI.10.1, RL.10.6 or RI.10.6, W.10.2)
- Identify a common theme in two or more Asian works. Compare and contrast how the works vary in their treatment of the themes. Cite specific examples from the texts as examples. (RL.10.1 or RI.10.1, RL.10.2 or RI.10.2, RI.10.7, W.10.2)

### Additional prompts can support reading standards and/or units

#### Argument

- Identify works of Asian Literature which either honor or rebel against cultural tradition (i.e. behaving appropriately in the social hierarchy, following social norms for collectivism by putting the group before the individual). Construct an argument that supports your original thesis statement and uses textual evidence to support your position. (RL.10.1 or RI.10.1, RL.10.2 or RI.10.2, W.10.1, possible SL standards)
- Present an argument about the benefits and detriments of a globalist society. (W.10.1, possible SL standards)

#### Research

- Research an eastern philosophy. Articulate how this philosophy is present in modern society and the impacts that it has. (RI.10.1, RI.10.2, W.10.2, 10.7, 10.8, 10.9)

#### Narrative

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- Write a narrative in the form of an allegory or illustrating a paradox. Write a secondary paragraph that explains how you have seen device you chose (allegory or paradox) in an Asian literary work. (W.10.3, W.10.2, RL.10.5, L.10.5)
- Write a poem or short play (W.10.3)

### VOCABULARY

Absurd  
 Allegory  
 Confucianism  
 Figurative language  
 Filial piety  
 First-person perspective  
 Foreshadowing

Internal monologue  
 Irony  
 Metaphor  
 Paradox  
 Perfect rhyme  
 Perspective  
 Poetic translation

Simile  
 Stream of consciousness  
 Symbol  
 Taoism  
 Theme  
 Third-person omniscience  
 Tone (Chinese)

### TECH SKILLS

#### I CAN:

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Recognize, explain, and avoid plagiarism.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Find pertinent research by searching appropriate keywords in databases.
- Recognize spurious or false information while analyzing resources and avoid their use in work produced individually or in a group.
- Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Consider my goals for a task I want to complete in order to deliver it more carefully and critically, making use of program features available.
- Copy/paste and/or embed digital media into documents, media projects, or presentations.

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### Semester 2 (Units 3 & 4)

#### Unit 3: World Literature: Russia

##### ENDURING UNDERSTANDING(S):

In order for students to understand how Russian history impacts current events, they will explore topics central to Russian literature (social criticism, duplicity, religion, suffering, love) and how those themes are intrinsic representations of the culture and history of the region.

##### ESSENTIAL QUESTIONS:

- What are the defining themes of Russian literature, such as social criticism, duplicity, and suffering, and how are they exemplified through literary devices such as irony and parody?
- How does Russia play the role of bridge between the “East” and the “West” and what is the impact of such a role?
- How have Russian arts (theatre, music, art, etc.) had an impact on the rest of the world?
- How do formal speeches, such as revolutionary rally cries, utilize rhetoric, demonstrate bias, and impact the literature of the region?

##### STUDENT LEARNER OUTCOMES (standards)

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

##### STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicit inferences drawn from the text.
- RL.7 - Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Brughel’s *Landscape with the Fall of Icarus*).
- RL.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.5 - Analyze in detail how an author’s ideas or claims are developed and refined in particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.6 - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.7 - Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

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- RI.8 - Delineate and evaluate the argument and specific claims in a text (e.g., bias and propaganda techniques, emotional effects of specific word choices and sentence structures, well-supported logical arguments), assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9 - Analyze seminal U.S. and world documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
- W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
  - c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e) Provide a concluding statement or section that follows from and supports the argument presented.
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a) Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”).
  - b) Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).
- SL.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source and noting any discrepancies among data or information.
- SL.3 - Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

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b) Analyze nuances in the meaning of words with similar denotation (definition) or determine the meaning of analogies.

### **I CAN... (student-friendly language)**

- RL.1
  - Properly cite textual evidence using APA format.
  - Support my analysis of a text using specific evidence.
- RL.7
  - Compare the way a key scene or subject is presented in two different media forms.
  - Find similarities and differences between two representations of a key scene or subject.
- RL.9
  - Identify literary allusions made within a text.
  - Examine and explain how literary allusions impact a secondary text.
- RI.1
  - Find and refer to specific, relevant examples from a text (both explicit and inferred) to support an opinion about the text.
- RI.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.3
  - Determine the organization of an author's main points, ideas, or textual events.
  - Examine the effectiveness of a text's argument using my knowledge of an author's organizational strategy.
- RI.5
  - Analyze sentences, paragraphs, or chapters of an author's work to see how the author developed the main idea.
  - Provide textual evidence from sentences, paragraphs, or chapters to prove the development of an idea.
- RI.6
  - Determine an author's point of view or purpose in a piece of literature.
  - Analyze how an author's word choice and rhetoric impact the point of view or purpose of a piece of literature.
- RI.7
  - Closely examine multiple accounts of a subject from different media sources.
  - Identify the similarities and differences between various accounts of a subject.
- RI.8
  - Identify key points or claims made in an argument or text.
  - Connect key points or claims to specific persuasive techniques.
  - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.

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- Identify false statements or reasoning by their supporting evidence.
- RI.9
  - Closely read important U.S. or world historical or literary documents.
  - Identify themes or main concepts in historical or literary documents.
  - Identify or accurately hypothesize the impact of specific historical or literary documents on a specific theme or concept.
- W.1 - Persuasive
  - I can write a clear thesis statement.
  - Use valid and reliable evidence to support my thesis.
  - Explain my thoughts in a logical order to support the evidence to my thesis.
  - Introduce evidence, which supports my thesis into the body paragraphs of my essay.
  - Acknowledge evidence, which goes against my thesis, and explain why my support is stronger.
  - Determine what style and tone are appropriate for the audience of my essay.
  - Provide a strong closing statement or paragraph, which supports my thesis.
- W.7
  - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
  - Adjust my research area of focus as needed for my project.
  - Combine information from multiple sources to support my research and findings.
- W.8
  - Find and use multiple sources of information, both in print and digital formats.
  - Determine which sources are most effective to answer a posed research question.
  - Effectively integrate research in my writing, while citing that research accurately.
- W.9
  - Plan and write an analysis, reflection, or research paper using evidence from literature or informational texts.
- SL.2
  - Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral, etc.) and determine which are the most credible and accurate.
- SL.3
  - Identify a speaker's key points or claims.
  - Connect key points or claims to specific persuasive techniques.
  - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.
  - Identify false statements or reasoning by their supporting evidence.
- L.5
  - Recognize figurative language (e.g. literary devices) in a selection of text.
  - Examine how figurative language impacts a text.
  - Recognize words which have similar meanings.

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- Recognize analogies in a selection of text.
- Determine if an analogy makes an appropriate comparison.

### SUGGESTED WORKS

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

#### Literary Texts

Note: Texts can be selected and combined in a number of ways. Teachers may substitute a story for another story by the same author, or they may substitute one author for another major author from the same period. The selections should combine well, and there should be a balance of nineteenth- and twentieth-century literature. Roughly four to five weeks should be devoted to nineteenth-century works, and two to four weeks to a pivotal text; roughly four to five weeks should be devoted to a twentieth-century work and historical readings.

#### Plays

- The Inspector-General: A Comedy in Five Acts (Nikolai Gogol) (EA) [Link](#)
- The Seagull (Anton Chekhov) (EA) [Link](#)

#### Novellas

- Notes from the Underground (Fyodor Dostoevsky) (EA) [Link](#)
- One Day in the Life of Ivan Denisovich (Aleksandr Solzhenitsyn)
- The Death of Ivan Ilyich (Leo Tolstoy)

#### Novels

- A Dead Man's Memoir (Mikhail Bulgakov)

#### Poetry

- The Twelve (Aleksandr Blok)
- To Urania (Joseph Brodsky) [Link](#)

#### Short Stories

- Diary of a Madman and Other Stories (Nikolai Gogol) (EA)
- Home (Anton Chekhov) (E) [Link](#)
- Rothschild's Fiddle (Anton Chekhov) (EA) [Link](#)

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- Sleepy (Anton Chekhov) (EA) [Link](#)
- Tales of the Late Ivan Petrovich Belkin (Alexander Pushkin) (selections) [Link](#)
- The Duel (Anton Chekhov) (EA) [Link](#)
- The Head-Gardener’s Story (Anton Chekhov) (EA) [Link](#)
- The Nose (Nikolai Gogol) (E) [Link](#)
- The Overcoat (Nikolai Gogol) (EA) [Link](#)
- The Steppe (Anton Chekhov) (EA) [Link](#)
- The Tale of How Ivan Ivanovich Quarrelled with Ivan Nikiforovich (Nikolai Gogol) (EA) [Link](#)
- Today I Wrote Nothing: The Selected Works of Daniil Kharms (Daniil Kharms) (selections)
- Ward No. 6 (Anton Chekhov) (EA) [Link](#)

### Informational Texts

#### Nonfiction

- A Slap in the Face of Public Taste (Velimir Khlebnikov, Aleksey Kruchenykh and Vladimir Mayakovsky) [Link](#)
- Dostoyevsky’s Metaphor of the ‘Underground (Monroe C. Beardsley)
- Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s (Sheila Fitzpatrick) (Chapters One, Five and Eight) [Link](#)
- Literary St. Petersburg: A Guide to the City and Its Writers (Elaine Blair) (selections)
- My Pushkin (Marina Tsvetaeva)
- Night Wraps the Sky: Writings By and About Mayakovsky (Vladimir Mayakovsky and Michael Almerayda, ed.) (selections)
- Nikolai Gogol (Vladimir Nabokov) (Chapter One)
- Poets With History and Poets Without History (Marina Tsvetaeva)
- Russia and the Soviet Union: An Historical Introduction from the Kievan State to the Present (John M. Thompson) (Chapters Nine through Twelve)
- The Gulag Archipelago: An Experiment in Literary Investigation (Aleksandr Solzhenitsyn) (excerpts) [Link](#)
- The Proud Tower: A Portrait of the World Before the War, 1890-1914 (Barbara Tuchman) (Chapter Two)

### Art, Music, and Media Art

#### Art

- Marc Chagall, I and the Village (1911) [Link](#)
- St. Basil's Cathedral (Moscow, Russia, 1555-1561) [Link](#)
- Wassily Kandinsky, Moscow I (1916) [Link](#)

#### Music

- Dmitri Shostakovich, The Nose (1928)

*Russia*

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- Marc Chagall, I and the Village (1911) [Link](#)
- St. Basil's Cathedral (Moscow, Russia, 1555-1561) [Link](#)
- Wassily Kandinsky, Moscow I (1916) [Link](#)

### Additional Online Resources

- REESWeb: The World Wide Web Virtual Library for Russian and Eastern European Studies (University Center for International Studies, University of Pittsburgh) [Link](#)
- Friends & Partners—Linking U.S.-Russia Across the Internet [Link](#)

### ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

- **Vocabulary, Language Usage:** While reading the texts in this unit, keep a record in a journal or on a shared spreadsheet of words with multiple connotations. List some possible synonyms for the word as you think the author intended it to be understood. (L.9-10.4, L.9-10.5)
- **Art, Speaking and Listening:** Look at two artists who were born in Russia and migrated to Western Europe: Kandinsky and Chagall. What do you see in their artworks? How does the fantastic interact with the figurative? Does this remind you of any of the literary works you are reading in this unit? Are these works abstract in a typical way, or in different ways? (SL.10.1, SL.10.2)
- **Art, Speaking and Listening:** Examine the architecture of St. Basil's Cathedral. What do you see? How does the color, style, and opulence affect your perception of religion in Russia? How might you categorize this type of architecture? Is this distinctly Russian architecture, or do you see a hybridization of eastern and western European elements? (SL.10.1, SL.10.2)
- **Reading Literature, Performance:** Recite a favorite passage from one of the stories in this unit. Include an introduction that states: From where it is excerpted, who wrote it, and its literary significance. Record your recitation using a video camera so you can evaluate your performance for accuracy. (RL.9-10.2, SL.9-10.4, SL.9-10.6)

### Formal writing samples:

- See prompts below (W.10.1, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10; RI.10.8, RI.10.9 or RL.10.9)

### WRITING FOCUS: ARGUMENT

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### Potential Writing Prompts

#### Argument

- Write an argumentative essay in which you analyze the purpose of absurdity in a piece of Russian literature. How does it contribute or detract from the effectiveness of the piece? (RL.10.1 or RI.10.1, RL.10.2 or RI.10.2, RL.10.6 or RI.10.6, W.10.1)
  - How reliable is the narrator in the short story "The Nose"? What does the loss of the nose symbolize? Why does the author use the absurd in his writing? Use at least three in-text citations from the "The Nose" and three pieces of evidence from nonfiction text to support an original thesis statement.
- Argue the position held by a Russian author (which they express in a piece of literature you read) by utilizing evidence from fiction and nonfiction texts. (RL.10.1 or RI.10.1, RI.10.8, W.10.1)
  - Why does Dostoevsky's "Underground Man" reject the idea of the Crystal Palace? Use textual evidence in an argumentative essay in which you persuade your audience of Dostoevsky's position on social issues in Russia at the time. To support your response, use both in-text citations from "Notes From the Underground" and evidence from non-fiction text.
- Look at a piece of modern Russian art (sculpture, architecture, music, paintings, anything but literature) and persuade an audience of how it shows the influence of past social criticism by Russian writers. (W.10.1)

#### Additional prompts can support reading standards and/or units

#### Narrative

- Write a story that employs one or more strategies from Russian literature (antihero, absurdity, fantasy, etc.) to make a statement about society. Create a statement of what you want to convey and make use of symbolism, irony, dialogue, or other strategies to express this. (W.10.3, W.10.2, L.10.5)
- Write a personal narrative where you detail an event which made you question your personal views of the world around you. Use vivid language to describe this crisis and how it was resolved (or not resolved). (W.10.3)

#### Research

- Choose an important event in Russian history (e.g., the Bolshevik Revolution) and write a research essay in which you discuss its impact on a selection from Russian literature. Begin by defining a research question (and refining it as necessary as research is conducted). Determine and execute a strategy for locating primary and secondary sources that will enrich your understanding of the historical event in question. The paper should include the following sections: Summary of the historical event in question (i.e., causes, brief history, significant details, and effects), key ideas (including passages) from the author's work that support the thesis about the impact of the historical event, and a reflective conclusion about the event and its short- and long-term effects on Russian literature. The essay should reflect a synthesis of sources consulted, a balance of paraphrasing and quoting from sources, and proper citation of sources. (RI.10.1, W.10.2, 10.7, 10.8, 10.9)
- Conduct and present research on the life of one of the authors whose work you have read for this course. How did historical events affect the author's point of view? How does the author express his or her point of view through the use of a narrator? Cite at least three pieces of textual evidence to support an original thesis statement. (RI.10.1, RI.10.6, W.10.2, 10.7, 10.8, 10.9)

#### Informational

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- Select a piece of nonfiction text which proposes social change or demonstrates new political ideas and write an informative essay in which you explain the historical context from which it originated, how it was received, and how it impacted Russian society. (RI.10.1, RI.10.2, RI.10.3, RI.10.6, W.10.2)
  - Write an informative/explanatory essay using at least three textual details to support an original thesis in which you discuss "A Slap in the Face of Public Taste" and its connection to the historical context in which it was written. Refer to literary and informational texts to support your response.
- In an informative essay including fiction and nonfiction textual evidence, students should identify multiple ways in which an author commentates on Russian society through devices such as symbolism, parody, and satire. They should also relate this to an overarching theme throughout Russian literature. (RL.10.1, RL.10.2, RI.10.1, RI.10.2, W.10.2, L.10.5)
  - Compose an informative/explanatory essay in which you address: Dostoyevsky laments the fate of the "nineteenth century intellectual ... who has been affected by education and European civilization." Beardsley argues that this man, Dostoyevsky's Underground Man, has a "need for absolute freedom." How does the protagonist of Notes rebel? How does his condemnation of the 108,000 logarithms fit into his rebellion? How does he grapple with his need for freedom?
- Write an informative/explanatory essay in which you trace the emotional and spiritual evolution of a character from a short story or longer work in this unit. Identify key points in the character's journey, especially ones of symbolic significance. (RL.10.1, RL.10.3, W.10.2)
  - Track the emotional and spiritual development of Ivan Ilyich in Tolstoy's "The Death of Ivan Ilyich" or of Dr. Ragin in Chekhov's "Ward No. 6." How and why does the main character change throughout the story? Write an informative/explanatory essay using three to six pieces of textual evidence to support an original thesis statement.

### VOCABULARY

The Absurd  
Allusion  
Antihero  
Bolshevik Revolution  
Carnavalesque  
Communism

Digression  
Fantasy  
Fate  
Grotesque  
Gulag  
Irony

Narrator Reliability  
Paranormal  
Persona  
Repetition  
Stalinism  
Verse (syllabic, accentual, syllabic-accentual)

### TECH SKILLS

I CAN...

- Locate and interpret pertinent research in non-text formats such as video, photos, infographics, maps, charts, graphs, and audio recordings/podcasts.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.

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- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Work in groups to establish a purpose, audience, and message in order to find a solution to a problem.
- Use collaborative digital tools, including reviewing, annotating, and commenting.
- Use screencasts and/or movie editing software to create a permanent presentation.
- Create slideshows (including digital media such as photos, graphs, maps, charts, infographics, and/or videos) to present my work to an audience.

### Unit 4: World Literature: Africa and the Middle East

#### ENDURING UNDERSTAND(S):

Students explore themes central to African and Middle Eastern literature (kinship, oppression, colonialism, conflict, religion) and how those themes are intrinsic representations of the culture and historical events of the region and how this impacts current events.

#### ESSENTIAL QUESTIONS:

- What are the defining characteristics of literature from the African and Middle Eastern region?
- What cultural aspects from this region are similar to the Native Alaskan cultures, specifically in colonialism, kinship and traditional religion?
- Why are the oral literature traditions pervasive in this region and what are the important elements of oration?
- How is poetry an expression of unique and varied culture in this region, specifically conflict and oppression?

#### STUDENT LEARNER OUTCOMES (standards)

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

#### STUDENTS WILL... (state standards)

- RL.7 - Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Brughel's *Landscape with the Fall of Icarus*).
- RL.9 - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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- RI.5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.6 - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.7 - Analyze various accounts of a subject told in different media (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9 - Analyze seminal U.S. and world documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a) Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare].”).
  - b) Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text [e.g., bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments], assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).
- SL.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source and noting any discrepancies among data or information.
- SL.3 - Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### **I CAN ... (student-friendly language)**

- RL.7
  - Compare the way a key scene or subject is presented in two different media forms.
  - Find similarities and differences between two representations of a key scene or subject.
- RL.9
  - Identify literary allusions made within a text.
  - Examine and explain how literary allusions impact a secondary text.
- RI.1
  - Find and refer to specific, relevant examples from a text (both explicit and inferred) to support an opinion about the text.

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- RI.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.3
  - Determine the organization of an author’s main points, ideas, or textual events.
  - Examine the effectiveness of a text’s argument using my knowledge of an author’s organizational strategy.
- RI.5
  - Analyze sentences, paragraphs, or chapters of an author’s work to see how the author developed the main idea.
  - Provide textual evidence from sentences, paragraphs, or chapters to prove the development of an idea.
- RI.6
  - Determine an author’s point of view or purpose in a piece of literature.
  - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a piece of literature.
- RI.7
  - Closely examine multiple accounts of a subject from different media sources.
  - Identify the similarities and differences between various accounts of a subject.
- RI.9
  - Closely read important U.S. or world historical or literary documents.
  - Identify themes or main concepts in historical or literary documents.
  - Identify or accurately hypothesize the impact of specific historical or literary documents on a specific theme or concept.
- W.7
  - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
  - Adjust my research area of focus as needed for my project.
  - Combine information from multiple sources to support my research and findings.
- W.8
  - Find and use multiple sources of information, both in print and digital formats.
  - Determine which sources are most effective to answer a posed research question.
  - Effectively integrate research in my writing, while citing that research accurately.
- W.9
  - Plan and write an analysis, reflection, or research paper using evidence from literature or informational texts.
- SL.2
  - Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral, etc.) and determine which are the most credible and accurate.
- SL.3
  - Identify a speaker’s key points or claims.

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- Connect key points or claims to specific persuasive techniques.
- Use specific, relevant supporting evidence to determine if an argument’s key point or claim is well supported.
- Identify false statements or reasoning by their supporting evidence.
- SL.5
  - Clarify information given in presentations by using digital media as support.

### SUGGESTED WORKS

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

#### Literary Texts

Note: Texts can be combined in a number of ways. Students, for example, could read one novel or two short novels, a play, a selection of poems by various authors, and a nonfiction essay. Teachers might choose to include ancient and medieval works, or they may focus on modern works. Where possible, teachers should play audio recordings of the poetry read in the original language, so that the students may become familiar with its sounds.

#### Novels

##### *Egypt*

- The Thief and the Dogs (Naguib Mahfouz) (L930) [\(Excerpt\)](#)

##### *Kenya*

- The River Between (Ngũgĩ wa Thiong’o)

##### *Lebanon*

- Beirut Blues (Hanan al-Shaykh)

##### *Nigeria*

- The Joys of Motherhood (Buchi Emecheta)
- Things Fall Apart (Chinua Achebe) (E) (L890)

##### *Senegal*

- So Long a Letter (Mariama Ba)

##### *South Africa*

- Cry, the Beloved Country (Alan Paton) (L860)
- Waiting for the Barbarians or Life and Times of Michael K (J. M. Coetzee)

##### *Turkey*

- My Name is Red (Orhan Pamuk)

##### *United Kingdom*

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- Martha Quest (Doris Lessing)

### Plays

#### Nigeria

- Death and the King's Horseman: A Play (Wole Soyinka) (E) [Link](#)
- King Baabu (Wole Soyinka) (EA)

#### South Africa

- Master Harold... and the Boys (Athol Fugard) (E) [Link](#)
- Woza Albert! (Percy Mtwa, Mbongeni Ngema, and Barney Simon) [Link](#)

### Poetry

#### General

- Poems of Black Africa (Wole Soyinka, ed.) (selections)
- The Epic of Gilgamesh (ancient poem from Mesopotamia) [Link](#)

#### Iran

- The Conference of the Birds: A Sufi Allegory (Farid ud-Din Attar) [Link](#)
- The Illuminated Rumi (Jalal Al-Din Rumi, Michael Green, and Coleman Barks, trans.) (selections)

#### Israel

- Open Closed Open: Poems (Yehuda Amichai) (selections) [Link](#)

#### Palestine

- The Butterfly's Burden (Mahmoud Darwish)

### Collections

(\*NOTE: These sites are updated continually and the content is not guaranteed to be appropriate. Self-selection for appropriateness is required.)

- Iranian Poetry Collection [Link](#)
- Contemporary Arab Poetry [Link](#)
- Online African Poetry Collection [Link](#)

### Short Stories

#### Iraq

- One Thousand and One Nights or Arabian Nights [Link](#)

#### Botswana

- The Collector of Treasures and Other Botswana Village Tales (Bessie Head) [Link](#)

#### Egypt

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- The Answer is No (Naguib Mahfouz) [Link](#)

### *Israel*

- The World Is a Room and Other Stories (Yehuda Amichai)

### *Mozambique*

- We Killed Mangy-Dog and Other Mozambique Stories (Luis Bernardo Honwana)

### *South Africa*

- Tales from a Troubled Land (Alan Paton)

## **Informational Texts**

### **Autobiographies**

#### *South Africa*

- Long Walk to Freedom: The Autobiography of Nelson Mandela (Nelson Mandela) [Link](#)

#### *Kenya*

- Out of Africa (Isak Dinesen)

### **Nonfiction**

#### *Iran*

- Ethics of the Aristocrats and Other Satirical Works (Nezam al-Din Obeyd-e Zakani) [Link](#)

#### *South Africa*

- Living in Hope and History: Notes From Our Century (Nadine Gordimer)

### **Speeches**

#### *South Africa*

- Nobel Prize Acceptance Speech (1993) (Nelson Mandela) [Link](#)
- Speech to Parliament of South Africa (Julius K Nyerere) [Link](#)
- Speech on Stability and Change in Africa (Julius K Nyerere) [Link](#)

### **Art, Music, and Media Art**

#### *Africa*

- Burkina Faso, hawk mask (no date) [Link](#)
- Congo, power figure (nineteenth – twentieth centuries) [Link](#)
- Gabon, mask for the Okuyi Society (late nineteenth century) [Link](#)
- Ivory Coast, leopard stool (twentieth century) [Link](#)
- Mali, standing female figure (late nineteenth or early twentieth century) [Link](#)

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- Nigeria, House of the Head Shrine: Equestrian, Yoruba (nineteenth to twentieth century) [Link](#)
- Yinka Shonibare MBE, Air (2010) [Link](#)
- Yinka Shonibare MBE, Earth (2010) [Link](#)
- Yinka Shonibare MBE, Fire (2010) [Link](#)
- Yinka Shonibare MBE, Water (2010) [Link](#)

### *Middle East*

- Iran, antique Kurdish rug (no date) [Link](#)
- Shirin Neshat, Soliloquy Series (Figure in Front of Steps) (1999)
- Shirin Neshat, Untitled, (1996) [Link](#)
- Syria, Qur'an manuscript (late ninth – early tenth century) [Link](#)
- Turkey, dish (second half of sixteenth century) [Link](#)

### **Additional Online Resources**

- Women in Africa: Tradition and Change (National Endowment for the Humanities) (RL.9-10.1, RL.9-10.6, RL.9-10.10) [Link](#)
- Chinua Achebe's Things Fall Apart: Teaching Through the Novel (National Endowment for the Humanities) (RL.9- 10.1, RL.9-10.6, RL.9-10.10) (This lesson can be used alone or in conjunction with the related lesson Chinua Achebe's Things Fall Apart: Oral and Literary Strategies.) [Link](#)

### **ASSESSMENTS**

*What evidence will demonstrate student achievement of their learning?*

- **Art, Speaking and Listening:** View the works of art created in the Middle East. Specifically examine the page from the Qur'an and contemporary Iranian American artist Shirin Neshat's untitled work. How does script play a role in each of these images? What effect does the script have, even though you might not be able to understand the textual references? How does the role of the script change in Neshat's photograph? Examine Neshat's photographs side by side. What do you see? How does she depict the female character? What about Middle Eastern traditions? How do these aspects of her work interact? (SL.10.1, SL.10.2)
- **Art, Speaking and Listening:** Study the selected traditional African artworks. Compare the two standing figures from Mali and Congo. What do you see? What features are present in both figures? After examining these figures, what characteristics might you think are distinct to the region in which they were created? Now, examine the four works created by contemporary artist Yinka Shonibare. Shonibare was born in Nigeria, heavily affected by colonialism, and moved to study art in the West. Can you see Western influences in his work? Is Shonibare trying to reconcile any conflicts in these figures? Do you see the effects of colonialism (or postcolonialism) in his artwork? If so, what are the evident effects? (RI.10.7, W.10.2, SL.10.1, SL.10.2)
- **Reading Poetry, Performance:** Choose a poem that you have read in this unit and recite it from memory. Include an introduction that discusses:
  - Who wrote the poem and when it was written (i.e., historical context)
  - How the form of the poem and its meaning are related

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- How this poem expresses the unique and varied culture in its region (RL.10.2, RL.10.6, SL.10.4, SL.10.6)
- **Reading Literature, Performance:** Working with a partner, choose a work in this unit with a character who faces a difficult choice. Write and perform two monologues, each one defending a particular decision the character could make in regard to the choice. Record your recitation using a video camera so you can evaluate your performance. (RL.10.3 or RI.10.3, W.10.3, SL.10.6)
- **Reading Literature, Narrative Writing, Performance:** Write a narrative monologue from the point of view of one of the secondary characters in *Things Fall Apart* or *The Lion and the Jewel*. Perform the monologue for the class. Your teacher may give you the option of adding a multimedia component, either creating a digital presentation of illustrations or a movie where your narrative becomes the audio portion. (W.10.3, SL.10.6, SL.10.5)
- **Language Mechanics:** Read a classmate’s draft essay for one of the activities listed above. Note the places where semicolons are—or could be—used to connect two closely related independent clauses. Discuss why doing so might improve the quality of the writing. (L.10.1b)

### Seminars

- **Speaking and Listening Seminar:** Reflect on essential unit questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? This collaboration can be done in a journal or on a shared online document. (RL.10.1, RL.10.2, RI.10.1, RI.10.2, SL.10.1, W.10.4, W.10.5, W.10.6)

### Formal writing samples

- Research writing sample (see prompts below). (RL.10.9 and/or RI.10.9, W.10.2, W.10.4, W.10.5, W.10.6, W.10.7, W.10.8, W.10.9, W.10.10).

## WRITING FOCUS: RESEARCH WRITING

### Research

- Choose one of the authors in the unit and write a well-researched informative/explanatory essay that discusses the ways in which the author explores a changing social structure in a Middle Eastern or African society (e.g., apartheid). Begin by defining a research question (and refining it as necessary as research is conducted). Determine and execute a strategy for locating primary and secondary sources that will enrich the reader’s understanding of the changing social structure in question. The paper should include the following sections:
  - Biographical information about the author
  - The author’s position and contribution in his/her country of origin
  - Summary of the changing social structure in question (i.e., origin, brief history, and significant details)
  - Key ideas (including passages) from the author’s work that support the thesis about the changing social structure
  - Reflective conclusion about the author and his/her contribution to twentieth-century literature

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The essay should reflect a synthesis of sources consulted, a balance of paraphrasing and quoting from sources, and proper citation of sources. (RI.10.1, RI.10.6, RI.10.8, W.10.2, 10.7, 10.8, 10.9)

### Additional prompts can support reading standards and/or units

#### Informational

- Choose a work that utilizes satire and write an essay where you explain how this strategy exemplifies the author's political views. (RI.10.1, RI.10.3, RI.10.5, RI.10.8, W.10.2)
  - What is satire? What is being satirized in *Ethics of the Aristocrats* or *King Baabu*? What is the author's political point of view as revealed by this satire? Write an essay that uses at least three pieces of textual evidence to support an original thesis statement.
- What is chi in its cultural context? Compare the use of chi (personal spirit) in two works. (RI.10.1, RI.10.2, W.10.2)
  - Compare the use of chi in *Things Fall Apart* and *The Joys of Motherhood*. Use two pieces of evidence from each text to support an original thesis statement that compares the two texts in an informative/explanatory essay.
- Writers are meant to "describe a situation so truthfully that the reader can no longer evade it." Choose an essay by someone (such as Nadine Gordimer) and explain what "truth" they develop in their essay. How do they develop that truth? Use at least three pieces of specific textual evidence from the essay to support an original thesis statement in an essay. (RI.10.1, RI.10.3, RI.10.5, RI.10.8, W.10.2)

#### Narrative

- Complete an iSearch paper on something about African or Middle Eastern culture that interests you. (W.10.3)
- Choose one of the short stories in this unit and write your own narrative that mirrors the structural choices of the model text. (W.10.3)
- Write a narrative from the perspective of a character in one of the works of this unit. The narrative should reveal an understanding of the character. (RI.10.3, W.10.3)

#### Argument

- Do you agree or disagree with this statement? "Moral choices are essentially choices between two sets of values: one belonging to one culture or era, one to another." Use textual evidence to support your position. Write an organized argument using at least three pieces of textual evidence to support your position. (RI.10.1 or RI.10.1, W.10.1)
- Is there a common concern of postcolonial literature, as reflected in the works of this unit? Is there one statement they all seem to be making about colonialism? If so, what is that statement? Write an argument using at least three pieces of textual evidence to support your position. (RI.10.2, RI.10.6, W.10.1)
- Do you agree or disagree with this statement? "It is possible to understand this piece of literature outside of its historical context." (Teachers choose the work.) In an organized argument, use textual evidence from the work as well as from historical or reference works to support your position. (RI.10.2, RI.10.6, W.10.1)
- Consider the negative or positive impact of social and economic structures (such as apartheid and colonialism) on a specific culture. Use textual evidence from a work in this unit to support an original thesis. (RI.10.2, RI.10.6, RI.10.7, W.10.1)
  - This writing assignment follows the reading of *Cry, the Beloved Country* by Alan Paton and *Long Walk to Freedom: The Autobiography of Nelson Mandela* by Nelson Mandela. Both of these texts depict the experiences of blacks in South Africa during apartheid. Using these

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texts as examples, compose an argument in which you take the position that fiction is more powerful than nonfiction, or vice versa. Cite at least three pieces of evidence from each text.

### VOCABULARY

Antagonist  
Colonialism  
Denouement  
Extended Metaphor  
Foreshadowing

Irony  
Mysticism  
Paradox  
Persona

Point of View  
Post Colonialism  
Rhetoric  
Satire

### TECH SKILLS

#### I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Recognize, explain, and avoid plagiarism.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Find pertinent research by searching appropriate keywords in databases.
- Recognize spurious or false information while analyzing resources and avoid their use in work produced individually or in a group.
- Use advanced keywords searches and choose multiple relevant, balanced sources when creating a product.
- Use efficient note taking strategies to become a better observer and listener, and cross check and verify the accuracy of information used.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).
- Use collaborative digital tools, including reviewing, annotating, and commenting.

# KPBSD ELA CURRICULUM

## 11<sup>th</sup> GRADE – AMERICAN LITERATURE

### **ELA 11: American Literature**

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

PLEASE NOTE that ELA Curriculum documents are:

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

### **ELA 11 Course Navigation:**

[Unit 1: The New World](#)

[Unit 2: A New Nation](#)

[Unit 3: American Romanticism](#)

[Unit 4: A Troubled Young Nation](#)

[Unit 5: Emerging Modernism](#)

[Unit 6: Challenges and Successes of the Twentieth Century](#)

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**Course Name:** LA 11 - American Literature

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

### [Standards Pacing Guide](#)

#### **Writing Assessment Foci:**

Semester 1 - Narrative and Expository

Semester 2 - Persuasive and Research

### **SEMESTER 1 (UNITS 1-3)**

#### **Unit 1: The New World**

##### **ENDURING UNDERSTANDING(S):**

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

##### **ESSENTIAL QUESTIONS:**

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

##### **STUDENT LEARNER OUTCOMES (standards)**

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

##### **STUDENTS WILL... (state standards)**

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

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

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

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

- b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses].”).
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d) Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data or information.
- L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a) Observe hyphenation conventions.
  - b) Spell correctly.
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - a) Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### I CAN... (student-friendly language)

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

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

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

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

### SUGGESTED WORKS

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

#### Literary Texts

##### Drama

- The Crucible (Arthur Miller) (EA)

##### Poetry

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

#### Informational Texts

##### Autobiographies

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

##### Nonfiction

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

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

### Speeches

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

### Art, Music, and Media Art

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

### Additional Online Resources

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

## ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

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

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

### Formal writing samples

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

### WRITING FOCI: Quarter 1 - Narrative

#### Narrative

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

#### Additional prompts can support reading standards and/or units

#### Argument

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

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

### Informational

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

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### Research

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

### VOCABULARY

Allegory Apostrophe Conceit Covenant of grace	Didactic poetry The great awakening Idealism Lyric poetry	Oxymoron Parallelism Pragmatism Sermon
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### TECH SKILLS

#### I CAN:

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

## Unit 2: A New Nation

### ENDURING UNDERSTANDING(S):

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

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### ESSENTIAL QUESTIONS:

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

### STUDENT LEARNER OUTCOMES (standards)

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

### Students will... (state standards)

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

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

- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - a) Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### STUDENTS WILL ... (student-friendly language)

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

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

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

### SUGGESTED WORKS

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

#### Literary Texts

##### Poetry

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

#### Informational Texts

##### Autobiographies

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

### Nonfiction

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

### Speeches

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

### Art, Music, and Media Art

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

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

### Additional Online Resources

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

### POTENTIAL ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

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

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

#### Narrative

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

#### Additional prompts can support reading standards and/or units

##### Informational

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

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

### Argument

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

### Research

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

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

### VOCABULARY

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

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### I CAN...

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

### Unit 3: American Romanticism

#### ENDURING UNDERSTANDING(S):

Students will explore the changing attitudes toward American individualism.

#### ESSENTIAL QUESTIONS:

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

#### STUDENT LEARNER OUTCOMES (standards)

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

#### STUDENTS WILL... (state standards)

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

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

### **I CAN ... (student-friendly language)**

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

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

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

### SUGGESTED WORKS

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

#### Literary Texts

##### Novels

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

##### Poetry

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

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

### Short Stories

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

### Informational Texts

#### Essays

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

#### Nonfiction

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

#### Speeches

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

#### Art, Music, and Media Art

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

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

### Additional Online Resources

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

### POTENTIAL ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

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

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### WRITING FOCI: Quarter 2 - Expository/Informative

#### Informational

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

#### Additional prompts can support reading standards and/or units

#### Argument

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

#### Narrative

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

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

### VOCABULARY

Alliteration  
Anaphora  
Assonance  
Consonance  
Individualism

Lyric poetry  
Manifest destiny  
Metonymy  
Noble savage  
Paradox

Romanticism  
Synecdoche  
Transcendentalism  
Verbal irony

### TECH SKILLS

#### I CAN...

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

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### Semester 2 (Units 4-6)

#### Unit 4: A Troubled Young Nation

##### ENDURING UNDERSTANDING(S):

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

##### ESSENTIAL QUESTIONS:

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

##### STUDENT LEARNER OUTCOMES (standards)

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

##### STUDENTS WILL... (state standards)

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

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comprehension.

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

### **I CAN ... (student-friendly language)**

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

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

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

### SUGGESTED WORKS

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

### Literary Texts

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### Folk Tales

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

### Poetry

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

### Novels

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

### Short Stories

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

### Informational Texts

#### Autobiographies

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

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### Essays

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

### Nonfiction

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

### Speeches

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

### Art, Music and Media

#### Spirituals

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

#### Art

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

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### Film

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

### Additional Online Resources

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

### ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

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

### WRITING FOCI: Quarter 3 - Argumentative

### Argument

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

### **Additional prompts can support reading standards and/or units**

#### **Informational**

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

#### **Research**

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

### Narrative

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

### VOCABULARY

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

#### I CAN...

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

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

### Unit 5: Emerging Modernism

#### ENDURING UNDERSTANDING(S):

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

#### ESSENTIAL QUESTIONS:

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

#### STUDENT LEARNER OUTCOMES (standards)

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

#### STUDENTS WILL... (state standards)

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

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

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

### **I CAN ... (student-friendly language)**

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

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

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

### SUGGESTED WORKS

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

#### Literary Texts

##### Drama

- The Piano Lesson (August Wilson)

##### Novels

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

##### Poetry

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

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

### Short Stories

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

### Informational Texts

#### Essays

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

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### Nonfiction

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

### Speeches

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

### Art, Music, and Media Art

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

### Additional Online Resources

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

### POTENTIAL ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

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

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

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

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

#### Argumentative Writing:

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

#### Additional prompts can support reading standards and/or units

##### Narrative

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

##### Informational

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

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

### Research

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

### VOCABULARY

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

#### I CAN...

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

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

### Unit 6: Challenges and Successes of the Twentieth Century

#### **ENDURING UNDERSTANDING(S):**

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

#### **ESSENTIAL QUESTIONS:**

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

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### STUDENT LEARNER OUTCOMES (standards)

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

### STUDENTS WILL... (state standards)

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

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- b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
  - SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
    - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    - b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
    - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
    - d) Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
  - SL.3 - Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
  - SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
  - L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
    - b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

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- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - a) Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - b) Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.

### **I CAN ... (student-friendly language)**

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

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message.

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

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

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

### SUGGESTED WORKS

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

#### Literary Texts

##### Drama

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

##### Novels

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

##### Poetry

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

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

### Short Stories

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

### Informational Texts

#### Autobiographies

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

#### Biographies

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

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### Essays

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

### Nonfiction

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

### Speeches

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

### Art, Music, and Media Architecture

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

### Art

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

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### Film

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

### Music

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

### Additional Online Resources

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

### POTENTIAL ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

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

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

### Seminars

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

### WRITING FOCI: Quarter 4 - Research

#### Research

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

#### Additional prompts can support reading standards and/or units

##### Narrative

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

##### Argument

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

### Informational

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

### VOCABULARY

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

#### I CAN...

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

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

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## 12<sup>th</sup> GRADE – EUROPEAN LITERATURE

### LA 12: European Literature

This course will examine the relationship between literature and history throughout Europe in order for students to understand the foundations of Western culture.

PLEASE NOTE that ELA Curriculum documents are:

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

### ELA 12 Course Navigation:

[Unit 1: Early European-Medieval](#)

[Unit 2: Renaissance and Reformation](#)

[Unit 3: 17th Century](#)

[Unit 4: 18th Century/Early 19th Century](#)

[Unit 5: 19th Century](#)

[Unit 6: 20th Century](#)

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## 12<sup>th</sup> GRADE – EUROPEAN LITERATURE

**Course Name:** LA 12 - European Literature

**Big Idea:**

This course will examine the relationship between literature and history throughout Europe in order to understand the foundations of Western culture.

[Standards Pacing Guide](#)

**Writing Assessment Foci:**

Semester 1 - Narrative and Expository

Semester 2 - Persuasive and Research

### SEMESTER 1 (UNITS 1-3)

#### Unit 1: Early European-Medieval

**ENDURING UNDERSTANDING(S):**

Students explore the tension between humans and the divine in the literature of the Middle Ages.

**ESSENTIAL QUESTIONS:**

- How does medieval literature exhibit many tendencies rather than a single set of characteristics?
- How are literary elements (e.g., allegory, farce, satire, and foil) present in medieval literary work and identify characteristics of medieval literary forms?
- How do literary elements contribute to meaning and author intention?
- How do medieval literary and artistic forms reflect the writers' and artists' philosophical views?
- How does Chaucer use literary, social, and religious satire in *The Canterbury Tales*?
- How is framed narrative used in Chaucer's *The Canterbury Tales*, Dante's *Inferno*, and other works?
- How does medieval literature and art depict character and their focus on the otherworldly?

**STUDENT LEARNER OUTCOMES (standards)**

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

**Students will... (state standards)**

- RL.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the

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choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

- RL.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).
- RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.6 - Discern an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.
- RI.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. and world documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- W.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
  - d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing standards 1–3.)
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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- b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d) Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
  - SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
  - L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
    - a) Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
  - L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
    - b) Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.

### **I CAN... (student-friendly language)**

- RL.5
  - Identify the structure of the text.
  - Examine how the author’s structural choices, pacing, and dramatic elements impact the text’s meaning, along with the story’s flow and rhythm.
  - Analyze how changing an aspect of the structure, pacing, or dramatic elements of the text would change the overall meaning.
- RL.6
  - Determine point of view.
  - Distinguish what is stated from the subtext.
  - Distinguish elements of satire used to portray point of view.
- RI.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.

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- Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.6
  - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a text.
  - Determine an author’s point of view or purpose in a text
  - Explain how an author’s style (ex: figurative language; the way words are used) and content either add or detract to their overall message.
- RI.9 - Analyze a variety of texts from different time periods to determine their historical and literary significance.
  - Evaluate the themes, purposes, and other rhetorical elements of important historic and literary texts.
- W.1 - Persuasive
  - Write a clear thesis statement.
  - Use valid and reliable evidence to support my thesis.
  - Outline and explain my thoughts in a logical, persuasive order.
  - Introduce evidence and claims which support my thesis.
  - Fairly and thoroughly acknowledge counterclaims which go against my thesis and explain why my support is stronger.
  - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
  - Determine what style and tone are appropriate for the audience of my essay.
  - Provide a strong closing statement or paragraph which supports my thesis.
- W.3 - Narrative
  - Capture a reader’s attention with an effective narrative hook.
  - Create character(s) and narrator(s) who have depth and a recognizable character arc.
  - Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
  - Effectively organize narrative plot elements.
  - Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
  - Use narrative writing conventions (archetypal and plot elements, varied writing forms, etc.).
  - Create an engaging narrative using precise, descriptive language and sensory details.
  - Provide an effective and satisfying conclusion to a narrative piece.
- W.4
  - Write paper, which meet specific requirements for an audience or a task.
  - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- W.7 - I can brainstorm and choose a question to answer or solve that will guide a long-term research project.
  - Adjust my research area of focus as needed for my project (based on continued learning during research).
  - Combine information from multiple sources to support my research and findings.
- W.8
  - Find and use multiple sources of information, both in print and digital formats.

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- Determine which sources are most effective to answer a posed research question.
- Effectively integrate research in my writing, while citing that research accurately.
- Minimize my use of a single resource in comparison to others.
- Balance research with my own ideas and commentary within a paper.
- Effectively evaluate when my essay is plagiarized or over-reliant on ideas that aren't my own.
- SL.1
  - Initiate discussion or bring up different perspectives in my group.
  - Work with my peers to create effective and fair discussion expectations.
  - Refer to evidence from research during a discussion on a specific topic.
  - Appropriately pose and respond to questions in a group setting.
  - Maintain an established role in my group to enable civil, democratic discussions, decision-making, and goal-meeting.
  - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
  - Summarize my peers' points and appropriately agree or disagree with those points.
  - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
  - Determine what information still needs to be gathered for further clarification or support within a discussion, and can use that further information to resolve contradictions when possible.
- SL.4
  - Present information or supporting evidence in a clear, concise, logical manner when speaking.
  - Adjust my speech so it is appropriate for the purpose, task, and audience of the presentation.
- SL.6
  - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.3
  - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
  - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
  - Use sentence variety for effect in my writing and recognize and evaluate its use when reading complex texts.
- L.5
  - Recognize figurative language (e.g. literary devices) in a selection of text.
  - Examine how figurative language is used to alter the logical sequence of a text (ex. paradox, hyperbole).
  - Recognize words, which have similar meanings.
  - Recognize analogies in a selection of text.
  - Determine if an analogy makes an appropriate comparison.

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### SUGGESTED WORKS

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

#### Literary Texts

##### Drama

- Farce of Master Pierre Pathelin (Anonymous) [Link](#)
- The Summoning of Everyman (Anonymous) [Link](#)

##### Novels & Novellas

- The Decameron (Giovanni Boccaccio) (continued in Unit Two) [Link](#)
- Grendel (John Gardner) [Link Ch 1-6](#) [Link Ch 7-12](#)

##### Poetry

- Beowulf [Link](#)
- Dance of Death (“Danza de la Muerte”) (Anonymous)
- I see scarlet, green, blue, white, yellow (Arnaut Daniel)
- Inferno (Cantos I-XI, XXXI-XXXIV) (Dante Alighieri) [Link](#)
- Lord Randall (Anonymous)
- Sir Gawain and the Green Knight (Anonymous) [Link](#)
- The bitter air (Arnaut Daniel)
- The General Prologue in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- The Knight’s Tale in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- The Monk’s Tale in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- The Nun’s Priest’s Tale in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- The Pardoner’s Tale in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- The Ruin in The Exeter Book (Anonymous)
- The Wanderer in The Exeter Book (Anonymous)
- The Wife of Bath’s Tale in The Canterbury Tales (Geoffrey Chaucer) (E) [Link](#)
- When the leaf sings (Arnaut Daniel)

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### Informational Texts

- Confessions (Book XI) (Saint Augustine) [Link](#)
- Medieval Images, Icons, and Illustrated English Literary Texts: From Ruthwell Cross to the Ellesmere Chaucer (Maidie Hilmo)
- St. Thomas Aquinas (G. K. Chesterton)
- The History of the Medieval World: From the Conversion of Constantine to the First Crusade (Susan Wise Bauer)
- The One and the Many in the Canterbury Tales (Traugott Lawler)

### Art, Music, and Media

- Cimabue, Maestà (1280) [Link](#)
- Duccio, Maestà (1308-1311) [Link](#)
- Giotto, Arena (Scrovegni) Chapel frescos, Padua (after 1305): Joachim Among the Shepards, Meeting at the Golden Gate, Raising of Lazarus, Jonah Swallowed Up by the Whale [Link](#)
- Lorenzo Ghiberti, Gates of Paradise (1425-1452) [Link](#)
- Masaccio, The Tribute Money at the Brancacci Chapel, Florence (ca. 1420) [Link](#)

### Additional Online Resources

- Canterbury Tales Project (ITSEE, University of Birmingham) [Link](#)
- Chaucer's Wife of Bath (National Endowment for the Humanities) (RL.11-12.3) [Link](#)
- Digital Dante (Institute for Learning Technologies, Columbia University) [Link](#)
- Danteworlds (The University of Texas at Austin) (RL.11-12.1, SL.11-12.3) [Link](#)

### ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

- **Reading Poetry, Performance Seminar:** Read Dante's Inferno. How does the allegory reveal the values of the Middle Ages? What sins are punished most severely and why? Do you agree with the hierarchical circles of hell that Dante creates? Use textual evidence to support an original, concise thesis statement.
- **Art, Speaking and Listening:** Compare earlier images from the medieval period to later ones. For instance, compare Giotto's Arena Chapel frescos with Masaccio's at the Brancacci Chapel. How do we see depictions of man change? Do religious figures begin to take on earthly characteristics as the Middle Ages wane? What changes do you observe in the various depictions of Jesus, both as a child and as an adult (consider comparing both Maestà images)?

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- **Reading Poetry, Oral Presentation:** Select one of the poems from this unit and recite it from memory. Include an introduction that states: What the excerpt is from Who wrote it Why it exemplifies the medieval period.

### WRITING FOCI: Quarter 1 - Narrative

#### Narrative

- Practice writing narrative using the forms and themes seen in literature of this time period.
  - Rewrite *The Canterbury Tales* using your own school as a model. Include literary (rhyming couplets) and thematic (satirical) elements.
  - Rewrite Dante's *Inferno* for modern society, summarizing who today's Virgil may be, as well as the circles of Hell and who they hold.
- In a narrative essay, discuss your current role in your school or community and whether or not you are limited by society's views or unspoken social codes.
- Discuss a "monster" you or another person has faced in life and the journey taken to defeat that "monster."

#### Additional prompts can support reading standards and/or units

#### Research

- Explore the impact of the Crusades on European culture and religion. Using a variety of sources, including historical documents, discuss a specific advancement that arose as a result of these conflicts.
- Examine the text of the *Magna Carta*, or another legal document from this time period. Research the progression of this document into modern codes and laws and how they shape Western European culture today.

#### Informational

- According to the chivalric code, what are the qualities of the ideal knight?
  - Compare and contrast Sir Gawain and the Green Knight and "The Knight's Tale." What are the qualities of the ideal knight? Do they differ at all?
- Draw parallels between representations of character in a medieval play and in medieval icons. Compare and contrast their similarities and differences. Are they more alike or different?
- Examine an example of satire from this time period. What is revealed about the authors' intentions and messages, and how is the writing shaped by the historical context or audience?
  - Discuss satire in Chaucer's *The Canterbury Tales*. What exactly is being literally described versus being satirized? Why does Chaucer use satire? Is Chaucer satirizing human nature or the Church as an establishment?
  - Choose one of the *The Canterbury Tales*. Explain how the main character shows his or her personality through narration. How do fabliaux reveal the point of view of the character?
- To what degree does medieval literature regard human existence as secondary to the divine? Use specific examples from the literature to support your thesis.

#### Argument

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- Examine a societal belief from the Middle Ages and argue how the belief is portrayed in the literature. Use specific evidence from the text to support your opinion.
  - Is the Wife of Bath from *The Canterbury Tales* a feminist?
  - Do you agree with the organization of Hell’s circles in Dante’s *The Inferno*? What sins do you believe should hold the most weight and why?
- How did medieval man distinguish between the earthly and the divine?
  - Agree or disagree with Augustine’s idea: “Evil stems not from God but from a perversion of human will.” Use textual evidence to support an original, concise thesis statement.
- Does the term “Dark Ages” accurately describe the Middle Ages?

### VOCABULARY

Allegory Anonymity Caesura “Dance of death” Epic	Fabliaux Farce Foil Framed narrative Hyperbole	Icon (religious art) Miracle, mystery, and morality plays Perspective (art and literature) Symbol
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### TECH SKILLS

#### I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Find pertinent research by searching appropriate keywords in databases.
- Develop and use criteria to evaluate the purpose of a presentation or product and identify more effective ways to reach an audience.
- Work in groups to establish a purpose, audience, and message in order to find a solution to a problem.
- Critically select and effectively use technologies (programs and apps), taking into consideration their capabilities and limitations, that will meet my intended outcome and the needs of my audience.
- Discuss a variety of information perspectives and ideas in an analytical, rather than cynical, way while finding a solution to a problem.

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### Unit 2: Renaissance and Reformation

#### ENDURING UNDERSTANDING(S):

Students explore how Renaissance literature breaks with and builds on the literature of the Middle Ages.

#### ESSENTIAL QUESTIONS:

- How does the art and literature of the Renaissance depart from the Middle Ages and how is it similar?
- How are allusions to classical literature used in Renaissance literature?
- How are conceptions of beauty manifest in Renaissance art and literature?
- How do Renaissance writers express interest in human life and the individual person?
- How do literary forms and devices reflect Renaissance authors' philosophical, aesthetic and/or religious views?

#### STUDENT LEARNER OUTCOMES (standards)

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

#### STUDENTS WILL... (state standards)

- RL.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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- a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
  - W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
    - a) Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).
    - b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses].”).
  - SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
  - SL.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
  - L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - a) Observe hyphenation conventions.
    - b) Spell correctly.
  - L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
    - a) Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or

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function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., “it drives me up a wall”) as clues to the meaning of a word or phrase.

- b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
  - c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
  - d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### I CAN... (student-friendly language)

- RL.3
  - Explain why the author chose certain story sequence elements (setting; characters; events/outcomes in rising action, climax, and resolution; and theme) and how their choices affect their story.
  - Examine and explain how the story would change if any of these story sequence elements were changed by citing evidence from the text.
- RL.4
  - Determine the meaning of a word or phrase from context or when it is used in literary devices.
  - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
  - Examine the multiple meanings of words and how the shades of meanings impact the text’s meaning or tone.
  - Examine the author’s language choices and how they affect the tone of a text (through rhythm, stressed syllables, name-calling, and local color).
- RL.9
  - Read a variety of American literature, crossing genres and time periods.
  - Show how two or more texts from the same time period examine the same theme or topic.
- RI.1
  - Find and refer to specific, relevant textual examples (both explicit and inferred) to support an opinion about the text.
  - Identify and examine areas the text left open for interpretation.
- RI.5
  - Identify the way an author organizes or structures a text.
  - Determine if the text’s message is clear, convincing, and interesting.
- RI.7
  - Closely examine multiple accounts of a subject from different media sources.

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- Identify the similarities and differences between various accounts of a subject.
- Determine which parts from different sources can be used together to effectively make a point.
- RI.8
  - Break down and evaluate the reasoning in historic texts by paraphrasing the text.
  - Evaluate the opinions, premises, purposes, and arguments of a text using evidence to support my reasoning or opinion.
  - Identify and evaluate the impact a specific historic text has over time.
- W.2 - Expository/Informative
  - Brainstorm multiple topics or ideas.
  - Choose a single, supportable topic from a variety of choices.
  - Outline and organize an essay on a specific topic.
  - Write a clear thesis statement.
  - Use formatting to logically organize my essay.
  - Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
  - Choose the most relevant facts to use in support of a claim from a variety of choices.
  - Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
  - Correctly format/embed visuals and graphics into an APA style essay.
  - Explain my thoughts in a logical order to support the evidence of my thesis.
  - Apply appropriate and varied transition words effectively in my writing.
  - Determine what style and tone are appropriate for the audience of my writing.
  - Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
  - Use literary devices such as metaphors, similes, and analogies to help explain an idea.
  - Provide a strong closing statement or paragraph which supports my thesis.
- W.6
  - Produce and publish individual or shared writing pieces using technology (e.g., Canvas, Internet, Google Docs, etc.).
- W.9
  - Plan and write an analysis, reflection, or research paper using evidence from literature *and* informational texts.
  - Synthesize, reflect on, and communicate my knowledge of American or British ideology based on the large variety of American or British writings.
- SL.4
  - Present information or supporting evidence in a clear, concise, logical manner when speaking.
  - Adjust my speech so it is appropriate for the purpose, task, and audience of the presentation.
- SL.5
  - Clarify information given in presentations by using digital media as support.
- L.2
  - Capitalize, punctuate, and spell correctly in my written work.

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- Correctly use hyphenation in compound adjectives (ex. long-term relationship).
- Correctly use hyphenation for word groups (forty-four)
- Correctly use hyphenation in order to clarify confusing word groups (re-sign a contract, not resign).
- Divide line breaks at hyphenations in words only.
- Observe that the rules of hyphenation are in flux.
- State the difference between a hyphen and a dash.
- L.4
  - Figure out and define unknown words.
  - Clarify the difference between words with multiple meanings.
  - Use roots or cultural knowledge to determine a word's meaning.
  - Use context clues to determine a word's meaning.
  - Recognize dialect or idiomatic expressions within a piece of literature.
  - Identify how words will change to become different parts of speech.
  - Gather information regarding proper word usage (e.g. for a new word) from a variety of reference materials.
  - Find information on how to pronounce a word.
  - Check whether my guess at a word's definition is correct and change my definition as needed.
- L.6
  - Recall and apply academic or subject-specific words and phrases while reading, writing, speaking, or listening.
  - Independently find (e.g. during the research process) words or phrases which can improve my understanding or expression of a subject.

### SUGGESTED WORKS

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

#### Literary Texts

##### Drama

- Henry IV, Part I (William Shakespeare) [Link](#)
- Nine Carnival Plays (Hans Sachs)
- The Jewish Women (Les Juifves) (Robert Garnier) (OOP)
- The Tragedy of Macbeth (William Shakespeare) [Link](#)

##### Novels

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- The Decameron (Giovanni Boccaccio) (continued from Unit One) [Link](#)
- The Life of Gargantua and the Heroic Deeds of Pantagruel (François Rabelais) (Books 1 and 2)

### Poetry

- Dark Night of the Soul (Saint John of the Cross) (excerpts) [Link](#)
- Sydney Sonnets
- Spenser Sonnets
- Sonnets 29, 30, 40, 116, 128, 130, 143, and 146 (William Shakespeare) [Link](#)
- The Faerie Queene (Edmund Spenser) (excerpts) [Link](#)
- The Nightingale of Wittenberg (Hans Sachs)
- The Nymph's Reply to the Shepherd (Sir Walter Raleigh) [Link](#)
- The Passionate Shepherd to His Love (Christopher Marlowe) [Link](#)

### Informational Texts

#### Essays

- Of Cannibals (Michel de Montaigne) [Link](#)
- On the Divine Proportion (De divina proportione) (Luca Pacioli) (OOP) (illustrations only)
- The Lives of the Most Excellent Painters, Sculptors, and Architects (Giorgio Vasari) [Link](#)

#### Nonfiction

- Rabelais and His World (Mikhail Bakhtin)
- The Prince (Niccolo Machiavelli) (excerpts) [Link](#)

#### Art, Music, and Media

- Giovanni Lorenzo Bernini, Ecstasy of Saint Teresa (1647-1652) [Link](#)
- Jacopo da Pontormo, Desposition from the Cross (Entombment) (1525-1528) [Link](#)
- Leonardo da Vinci, Mona Lisa (1503-1506) [Link](#)
- Leonardo da Vinci, The Virgin and Child with St. Anne (1508) [Link](#)
- Leonardo da Vinci, Vitruvian Man (1487) [Link](#)
- Michelangelo di Lodovico Buonarroto Simoni, David (1505) [Link](#)
- Michelangelo di Lodovico Buonarroto Simoni, Ceiling of the Sistine Chapel (1508-1512) [Link](#)
- Michelangelo di Lodovico Buonarroto Simoni, The Last Judgment, Sistine Chapel altar wall (1536-1541) [Link](#)
- Michelangelo Merisi da Caravaggio, The Entombment of Christ (1602-1603) [Link](#)
- Raffaello Sanzio da Urbino, The Niccolini-Cowper Madonna (1508) [Link](#)

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- Sandro Botticelli, Primavera (1482) [Link](#)

### ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

- **Reading Poetry, Oral Presentation:** Select a poem from this unit and recite it from memory. Include an introduction that states: Who wrote the poem Its form, meter, rhyme scheme, and key literary elements An aspect of the poem that comes through after multiple readings.
- **Art, Speaking and Listening:** Examine and discuss the following artworks: Michelangelo’s David, Raphael’s Madonna, and da Vinci’s Mona Lisa and Vitruvian Man. How has each artist worked to depict human beauty? What elements of beauty do they highlight? What is idealized? Are there any aspects that are realistic? Do you believe these portrayals are beautiful? Why or why not?
- **Art, Speaking and Listening:** View Michelangelo’s Last Judgment, da Vinci’s Virgin and Child, Pontormo’s Deposition, and Bernini’s Ecstasy of Saint Teresa. What range of emotions is evident in these works of art? What imagery or symbols do the artists use to convey these emotions? What painting or sculpting techniques are used to heighten the effect? Which work do you respond to the most and why?

### WRITING FOCI: Quarter 1 - Narrative; Quarter 2 – Expository/Informative

#### Informational

- Examine a novel or play of the time. Analyze how the Great Chain of Being impacts character development or plot. Use evidence from the text to support your thesis.
  - Read *Macbeth*. How does the play illustrate the demise of the Great Chain of Being? What does the play say about the divine right of kings? What does it reveal about fate and free will?
- How do ideas regarding chivalry and honor change in the Renaissance?
  - Read *Henry IV, Part I*. How does Falstaff reflect the new ideas of the Renaissance regarding chivalry and honor? Use textual evidence from the play to support your response in an original, concise thesis statement.
- Using literary works as textual evidence, do one of the following: (a) compare two Renaissance literary works, with attention to symmetry and form; (b) compare a Renaissance literary work with a medieval literary work, with attention to depiction of character; or (c) relate a literary work to a philosophical work.
  - Relate Pacioli’s On the Divine Proportion to a Shakespeare sonnet. In what ways is the sonnet an expression of divine proportion (or not)?
- Using texts from this unit as well as additional sources, explain how literature from the Renaissance breaks with or builds on ideas derived from the Middle Ages.
  - How does one of Shakespeare’s plays depart from the medieval conceptions of drama? Use specific evidence from the text to support your explanation.

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- Examine an example of satire from this unit and compare it to an example of satire from the Middle Ages. What is revealed about the authors' intentions and messages, and how is the writing shaped by the historical context or audience?
  - Compare one of the satirical stories of *The Canterbury Tales* (from Unit One) with one of the stories from Boccaccio's *The Decameron*. What does the satire reveal about the author's intention and message?

### Narrative

- Write a series of sonnets in varying forms (Petrarchan, Shakespearean, Spenserian) on a similar topic or theme. Use poetic devices to enhance each form and determine which of the sonnets best exemplifies your theme.
- Select an art piece and write a narrative story or poem which explores the scene portrayed. Use narrative or poetic devices (such as dialogue, symbolism, meter, etc.) with intentionality in your work to portray the tone or theme of the art piece.

### Additional prompts can support reading standards and/or units

#### Research

- Research Leonardo da Vinci's work. Select a specific invention, art piece, essay, or theory and explore its place in our modern society. Use a variety of resources to trace its development from da Vinci's initial creation to the modern counterpart.
- Using records from museums, private collectors, or governments (such as France or the Vatican), examine a specific religious artifact or art piece. Teach about its origin, its cultural or political role in the Renaissance or Reformation eras, and its contemporary role. Use a variety of resources to teach about this artifact/piece.

#### Argument

- Examine how political practices are portrayed and practiced in literature from this time period. How do authors use these practices to change character arcs, impact plot points, or impact the theme of the play?
  - After reading *Macbeth* and excerpts from *The Prince* by Machiavelli, answer one of the following questions. How do Machiavelli's principles apply to the play? What is Shakespeare saying about Machiavelli's approach to attaining and maintaining political power? Consider the quotation, "It is better to be feared than to be loved." Is this true for Macbeth?
- Examine an art piece from this time period and briefly research its history (artist, patronage, etc.). How were specific religious or societal beliefs portrayed through the artist's interpretation?
  - Compare three different art pieces focused on the image of Mary and Jesus as a child. What religious, societal, or cultural beliefs are portrayed through these different interpretations? How did the artists or their patrons impact the themes or portrayals of Mary and Jesus, and why?

### VOCABULARY

Allusion Classicism	Fate Free will	Idyll Ode
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Divine proportion (golden ratio, golden mean) Divine right of kings Eclogue Epistle	The Great Chain of Being Humanism Iambic pentameter Iambic tetrameter	Satire Sonnet Symmetry
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### TECH SKILLS

#### I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Find pertinent research by searching appropriate keywords in databases.
- Use screencasts and/or movie editing software to create a permanent presentation.
- Work in groups to establish a purpose, audience, and message in order to find a solution to a problem.
- Critically select and effectively use technologies (programs and apps), taking into consideration their capabilities and limitations, that will meet my intended outcome and the needs of my audience.
- Discuss a variety of information perspectives and ideas in an analytical, rather than cynical, way while finding a solution to a problem.

### Unit 3: 17th Century

#### ENDURING UNDERSTANDING(S):

Students gain understanding of how seventeenth century writers regard the relationship between reason and emotion.

#### ESSENTIAL QUESTIONS:

- How does the literature of the 17th Century attend to questions of reason and emotion?
- How can literature of the 17th Century be read as a quest--for truth, for beauty, and for understanding?
- How do certain works express tension or conflict between emotion and reason while others present reason and emotion as complementary and interdependent?
- How does the use of satire reveal authorial intent?

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### STUDENT LEARNER OUTCOMES (standards)

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

### STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (ambiguity).
- RL.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; restate and summarize main ideas or events, in correct sequence, after reading a text.
- RL.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.4 - Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- W.1 - PERSUASIVE
  - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e) Provide a concluding statement or section that follows from and supports the argument presented.
- W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

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- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data or information.
- SL.3 - Identify and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - a) Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### I CAN... (student-friendly language)

- RL.1
  - Properly cite textual evidence using APA formatting.
  - Support my analysis of a text using specific information, and then explaining how those citations support my analysis.
- RL.2
  - Identify the main ideas or the themes of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Analyze how a text portrays a theme, including how it is connected to other themes.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.7
  - Read and/or watch multiple portrayals of a story, drama, or poem.
  - Evaluate how each portrayal interprets the source text, noting how that interpretation affects the text's intent.
- RI.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.

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- Reword main ideas or events that are found in a text and put them into the correct sequence.
- RI.3
  - Determine the organization of an author’s main points, ideas, or textual events.
  - Examine the effectiveness of a text’s argument using my knowledge of an author’s organizational strategy.
  - Explain how characters, ideas, or events interact and develop throughout the text.
- RI.4
  - Determine the meaning of a word or phrase from context or when it is used in literary devices.
  - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
- W.1 - Persuasive
  - Write a clear thesis statement.
  - Use valid and reliable evidence to support my thesis.
  - Outline and explain my thoughts in a logical, persuasive order.
  - Introduce evidence and claims which support my thesis.
  - Fairly and thoroughly acknowledge counterclaims, which go against my thesis and explain why my support is stronger.
  - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
  - Determine what style and tone are appropriate for the audience of my essay.
  - Provide a strong closing statement or paragraph that supports my thesis.
- W.5
  - Follow the steps of the writing process to strengthen my writing.
  - Prioritize the steps of the writing process for assignments with a condensed timeline.
  - Make myself a formative element within another author’s writing process (peer review).
- W.7
  - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
  - Adjust my research area of focus as needed for my project (based on continued learning during research).
  - Combine information from multiple sources to support my research and findings.
- W.8
  - Find and use multiple sources of information, both in print and digital formats.
  - Determine which sources are most effective to answer a posed research question.
  - Effectively integrate research in my writing, while citing that research accurately.
  - Minimize my use of a single resource in comparison to others.
  - Balance research with my own ideas and commentary within a paper.
  - Effectively evaluate when my essay is plagiarized or over-reliant on ideas that aren’t my own.
- SL.2

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- Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral) and determine which are the most credible and accurate.
- SL.3
  - Identify a speaker’s points or claims.
  - Connect key points or claims to specific persuasive techniques.
  - Use specific, relevant supporting evidence to determine if an argument’s key point or claim is well supported.
  - Identify false statements or reasoning by their supporting evidence.
- L.1
  - Effectively use parallel structure while writing or speaking.
  - Communicate effectively while writing or speaking using grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
  - Reference works to check more complicated grammar usage.
- L.3
  - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
  - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
  - Use sentence variety for effect in my writing, recognize, and evaluate its use when reading complex texts.

### SUGGESTED WORKS

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

#### Literary Texts

##### Drama

- Hamlet (William Shakespeare) [Link](#)
- King Lear (William Shakespeare) (E) [Link](#)
- The Alchemist (Ben Jonson) [Link](#)
- The Merchant of Venice (William Shakespeare) (E) [Link](#)
- The Miser (Jean-Baptiste Molière) (EA) [Link](#)

##### Novels

- Don Quixote (Miguel de Cervantes) (E) (selections) [Link](#)
- The Pilgrim’s Progress (John Bunyan) [Link](#)

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### Poetry

- Holy Sonnet 10 (John Donne) (EA) [Link](#)
- Love III (George Herbert) [Link](#)
- Song: Goe, and catches a falling starre (John Donne) (E) [Link](#)
- The Flea (John Donne) (E) [Link](#)
- To Daffodils (Robert Herrick) [Link](#)
- To His Coy Mistress (Andrew Marvell) [Link](#)
- To the Virgins, to Make Much of Time (Robert Herrick) [Link](#)
- Paradise Lost (John Milton) [Link](#)

### Informational Texts

#### Nonfiction

- An Essay Concerning Human Understanding (John Locke) [Link - Vol. 1](#) [Link - Vol. 2](#)
- Leviathan (Thomas Hobbes) (excerpts) [Link](#)
- Novum Organum (Francis Bacon) (excerpts) [Link](#)

### Art, Music, and Media

#### Art

- Johannes Vermeer, Girl with a Pearl Earring (1665) [Link](#)
- Nicolas Poussin, Et in Arcadia Ego (ca. 1630s) [Link](#)
- Peter Paul Rubens, The Debarkation at Marseilles (1622-1625) [Link](#)
- Rembrandt van Rijn, The Nightwatch (1642) [Link](#)

#### Film

- Arthur Hiller, dir., Man of La Mancha (1972)
- Grigori Kozintsev and Iosif Saphiro, dir., Hamlet (1964)
- Laurence Olivier, dir., Hamlet (1948)
- Man of La Mancha (the musical), Dale Wasserman (1966)

### ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

- **Art, Speaking and Listening:** As scholars and philosophers moved into an age of reason and rationality, why do you think there was still a push for romanticized, opulent imagery, labeled as baroque art? View the painting by Rubens, which is a part of a series of twenty-one paintings. What is

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emphasized in this work of art: color, the senses, movement? View the Rubens and Poussin in comparison to the Dutch works by Rembrandt and Vermeer. These Dutch artists were said to be working in a Golden Age. What aspects of the Dutch art are similar to the French and Flemish works? What influence do you think location has on artistic style?

- **Reading Poetry, Oral Presentation:** Select a poem or excerpt from a longer poem and recite it from memory. Include an introduction that states: What the excerpt is from Who wrote it What kind of poetry it exemplifies and why?

### WRITING FOCI: Quarter 2 - Expository

#### Informational

- Analyze poetry of this time period to determine the message and intention of the author. Compare works from the same, or different, authors to deepen your understanding of how theme, form, and poetic devices can be manipulated.
  - Analyze “To the Virgins, to Make Much of Time,” and “To His Coy Mistress.” Compare the message and intention of each. Do these poems appeal to human emotion or human logic to convey their ideas?
  - Analyze Donne’s “Holy Sonnet 10.” Is the speaker of the poem pious or irreverent with regard to the Church’s teachings? How does the use of personification convey the poem’s message? Why is the poem considered metaphysical?
  - Compare and contrast Donne’s “Song: Goe, and catche a falling starre” to Marvell’s “To His Coy Mistress.” How do emotion and logic affect the speaker’s point of view in each poem? How does gender affect the author’s attitudes?
- Discuss satire in the Renaissance. What values of this time period are being mocked?
  - Discuss the satire present in *The Miser* by Molière. What values does he mock? Use specific textual evidence as support.
  - Read *The Alchemist*. How does the plot reveal satire? What values of this time period are being mocked? How does the author use satire to reveal his point of view? Use textual evidence from the play to support an original, concise thesis statement
- Examine and discuss an allegory from this time period. Discuss the themes, symbols, and character arcs present in the work and how they work together to create the allegory. Explore how the allegory could change public perception on an important issue or belief, and whether that impact is sustainable or not.
  - Read *The Pilgrim’s Progress*. Consider the text as an allegory. What themes do the characters represent? How do these characters work together to create an allegory? What does the allegory reveal about Bunyan’s point of view on religious ideas of the seventeenth century?
- After reading literature from this time period, watch a film version of the piece. Compare the two versions, focusing on characters and their arcs, themes, or the original author’s commentary (allegory, satire, etc.). Use evidence from the text and the film to support an original, concise thesis statement.
  - Read excerpts from *Don Quixote* and/or watch the film version of *Man of La Mancha*. Compare Don Quixote’s outlook on life with that of another character, such as the priest. Use textual evidence citing either the novel or the film to support an original, concise thesis statement.

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### Additional prompts can support reading standards and/or units

#### Argument

- Read and examine a piece of literature from this time period which examines human nature. Using evidence from the text, discuss the author’s view and whether or not you agree with their assessment of humanity.
  - Read excerpts from Hobbes’s *Leviathan*. Agree or disagree with Hobbes’s assessment of human nature. Defend your opinion with specific textual evidence that supports an original, concise thesis statement.
- Form an opinion on the role of emotion or logic within a piece of literature from this time period. Using textual evidence, discuss whether the themes of the piece are effectively supported by this chosen point of view.
  - Read Donne’s “Song: Goe, and catche a falling starre.” Is the point of view a cynical one? Or is its point of view realistic? Does it build upon religious views or does it depart from the Church’s teachings? How does emotion affect the logic of the speaker?
- Read a Shakespearean tragedy of your choice. Review the main protagonist’s or antagonist’s soliloquies. Is the character influenced by a sense of logic, or a sense of emotion? Use specific textual evidence to support your position.
  - Read *Hamlet*. With special consideration to his soliloquies, is Prince Hamlet influenced by his sense of logic or sense of emotion? Use specific textual evidence to support your position.

#### Narrative

- Select a supporting character from one of Shakespeare’s plays. Rewrite one of their scenes in either short story or script/screenplay form, exploring tensions or conflict from the scene within a contemporary context.
- Draft a metaphysical conceit (an extended metaphor that combines two completely unlike ideas into a single idea using imagery). Use traditional poetic elements (rhyme, meter, form, etc.) as you write your conceit.
- Select an art piece and write a narrative story, play act, or poem which explores the scene portrayed. Use narrative, dramatic, or poetic devices (such as dialogue, symbolism, meter, etc.) with intentionality in your work to portray the tone or theme of the art piece.

#### Research

- Research the philosophies of the Cavalier and Metaphysical poets. Examine their most famous authors, historical events which inspired their work, and public response to their poetry.
- Research the theories or conspiracies centered around a key literary work from this time (e.g. *Paradise Lost*, Shakespeare’s plays, etc.). Explore the resources used by the proponents of these beliefs to prove their critical superiority and discuss the validity of those sources.
- Research the growing polarization of religious views throughout Europe and England during this time. Examine a particular historical figure who played a major role in this polarization and explore the cultural and social events which shaped their philosophies and actions.

### VOCABULARY

<p>Aesthetics Allegory Allusion</p>	<p>Doubt Dramatic irony Enlightenment</p>	<p>Inductive reasoning Metaphysical poetry Paradox</p>
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Argumentation Authorial intent Blank verse Conceit Dissent	Ethics Fate Free will “In medias res”	Personification Rationalism Satire Tragic flaw
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**TECH SKILLS**

- I CAN...**
- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
  - Find pertinent research by searching appropriate keywords in databases.
  - Create a multimedia product that considers purpose, audience, and message in a way that is enhanced by the design.
  - Locate and interpret pertinent research in non-text formats such as video, photos, infographics, maps, charts, graphs, and audio recordings/podcasts.
  - Discuss a variety of information perspectives and ideas in an analytical, rather than cynical, way while finding a solution to a problem.

**SEMESTER 2 (UNITS 4-6)**

**Unit 4: 18th Century/Early 19th Century**

**ENDURING UNDERSTANDING(S):**  
 Students determine the role nature plays in eighteenth- and early nineteenth-century literature.

**ESSENTIAL QUESTIONS:**

- What is the relationship between art and nature in 18th/Early 19th Century Literature.
- How are narrative digressions, idiosyncrasies, exaggerations, and biases used in 18th/Early 19th Century Literature?
- How is the role of the narrator as a character and as a storyteller used in 18th/Early 19th Century Literature?
- What is the role of the supernatural in the literary works read in this unit?
- How are questions of free will, fate, human conflict, and loss presented in 18th/Early 19th Century Literature?

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### STUDENT LEARNER OUTCOMES (standards)

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

#### STUDENTS WILL... (state standards)

- RL.3 - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.5 - Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RI.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.6 - Discern an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or aesthetic impact of the text.
- RI.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. and world documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- W.1 – Persuasive
  - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    - a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
    - b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
    - c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    - e) Provide a concluding statement or section that follows from and supports the argument presented.
- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing standards 1–3.)
- W.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

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- a) Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).
- b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses].”).
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d) Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
- L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - b) Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.
- L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a) Observe hyphenation conventions.
  - b) Spell correctly.

### I CAN... (student-friendly language)

- RL.3
  - Explain why the author chose certain story sequence elements (setting; characters; events/outcomes in rising action, climax, and resolution; and theme) and how their choices affect their story.
  - Examine and explain how the story would change if any of these story sequence elements were changed by citing evidence from the text.
- RL.5

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- Identify the structure of the text.
- Examine how the author’s structural choices, pacing, and dramatic elements impact the text’s meaning, along with the story’s flow and rhythm.
- Analyze how changing an aspect of the structure, pacing, or dramatic elements of the text would change the overall meaning.
- RI.5
  - Identify the way an author organizes or structures a text.
  - Determine if the text’s message is clear, convincing, and interesting.
- RI.6 Determine an author’s point of view or purpose in a text.
  - Analyze how an author’s word choice and rhetoric impact the point of view or purpose of a text.
  - Explain how an author’s style (ex: figurative language; the way words are used) and content either add or detract to their overall message.
- RI.9 Analyze a variety of texts from different time periods to determine their historical and literary significance.
  - Evaluate the themes, purposes, and other rhetorical elements of important historic and literary texts.
- W.1 - Persuasive
  - Write a clear thesis statement.
  - Use valid and reliable evidence to support my thesis.
  - Outline and explain my thoughts in a logical, persuasive order.
  - Introduce evidence and claims which support my thesis.
  - Fairly and thoroughly acknowledge counterclaims, which go against my thesis and explain why my support is stronger.
  - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
  - Determine what style and tone are appropriate for the audience of my essay.
  - Provide a strong closing statement or paragraph which supports my thesis.
- W.4
  - Write papers which meet specific requirements for an audience or a task.
  - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- W.6
  - Produce and publish individual or shared writing pieces using technology (e.g., Canvas, Internet, Google Docs, etc.).
- W.9
  - Plan and write an analysis, reflection, or research paper using evidence from literature *and* informational texts.
  - Synthesize, reflect on, and communicate my knowledge of American or British ideology based on the large variety of American or British writings.
- SL.1
  - Initiate discussion or bring up different perspectives in my group.
  - Work with my peers to create effective and fair discussion expectations.

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- Refer to evidence from research during a discussion on a specific topic.
- Appropriately pose and respond to questions in a group setting.
- Maintain an established role in my group to enable civil, democratic discussions, decision-making, and goal-meeting.
- Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
- Summarize my peers' points and appropriately agree or disagree with those points.
- Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
- Determine what information still needs to be gathered for further clarification or support within a discussion, and can use that further information to resolve contradictions when possible.
- SL.6
  - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.1
  - Effectively use parallel structure while writing or speaking.
  - Communicate effectively while writing or speaking through the use of grammatical phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
  - Reference works to check more complicated grammar usage
- L.2
  - Capitalize, punctuate, and spell correctly in my written work.
  - Correctly use hyphenation in compound adjectives (ex. long-term relationship).
  - Correctly use hyphenation for word groups (forty-four)
  - Correctly use hyphenation in order to clarify confusing word groups (re-sign a contract, not resign).
  - Divide line breaks at hyphenations in words only.
  - Observe that the rules of hyphenation are in flux.
  - State the difference between a hyphen and a dash.

### SUGGESTED WORKS

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

#### Literary Texts

##### Novels

- Emma (Jane Austen) [Link](#)
- Gulliver's Travels (Jonathan Swift) [Link](#)
- Robinson Crusoe (Daniel Defoe) [Link](#)

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- The Sufferings of Young Werther (Johann Wolfgang von Goethe) [Link](#)
- The Surprising Adventures of Baron Munchhausen (Rudolf Erich Raspe) [Link](#)
- The Vicar of Wakefield (Oliver Goldsmith) [Link](#)

### Poetry

- Auguries of Innocence [Link](#)
- Songs of Innocence and of Experience (William Blake) (EA) (selected poems) [Link](#)
- In Memoriam A. H. H. (Alfred, Lord Tennyson) [Link](#)
- Ode on Indolence and Ode on a Grecian Urn (John Keats) (excerpts) [Link](#)
- The Deserted Village (Oliver Goldsmith) [Link](#)
- Tintern Abbey, London, 1802, The World is Too Much with Us, Ode: Intimations of Immortality (William Wordsworth) (excerpts) [Link](#)

### Short Stories

- Micromégas (Voltaire) [Link](#)

### Informational Texts

#### Biographies

- The Life of Samuel Johnson (James Boswell) [Link](#)

#### Nonfiction

- Preface to Lyrical Ballads (William Wordsworth) [Link](#)
- The Diary of Samuel Pepys (Samuel Pepys) [Link](#)

### Art, Music, and Media

#### Art

- Frederic Edwin Church, Morning in the Tropics (1877) [Link](#)
- Henri Fuseli, The Nightmare (1781) [Link](#)
- Jean Honoré-Fragonard, The Progress of Love: The Pursuit (1771-1773) [Link](#)
- John Constable, Seascape Study with Rain Cloud (1827) [Link](#)
- John Singleton Copley, Watson and the Shark (1778) [Link](#)
- Théodore Géricault, The Raft of the Medusa (1818-1819) [Link](#)
- William Blake, The Lovers' Whirlwind (1824-1827) [Link](#)
- Clueless (1995)

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### POTENTIAL ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

- **Reading Poetry, Oral Presentation:** Recite one of the poems in this unit from memory. Include an introduction that discusses how the poem relates to the natural world.
- **Art, Speaking and Listening:** Examine and discuss the artworks listed. Begin by viewing the Church, Copley, and Constable paintings. How did artists of this period frame the relationship between man and nature? Where does man belong in these images—or does he even belong? Now compare the Géricault and the Fragonard. What do you see in these images? Which painting do you believe would be more “typical” of the period? Which looks more romantic in style to you, and why? Do you believe these images were painted for “art’s sake,” or for a larger social purpose?

### WRITING FOCI: Quarter 3 - Argumentative

#### Argument

- Examine a text from this time period, analyzing the author’s view of imperialism or colonization. Make a statement about the author’s personal beliefs and argue whether those beliefs are against or in line with the cultural attitudes of the time.
  - Does *Robinson Crusoe* reveal Defoe’s point of view on imperialism or colonization? Why or why not? Alternatively, you may consider what *Robinson Crusoe* suggests about the author’s view of human nature. Is this a reflection of the period in which it was written, or do you think Defoe’s view represents a departure from the established beliefs of his day?
- Select a poem and find a key line you believe is the main argument or theme of the poem. In an organized, textually supported paper, explain your reasoning.
  - Explicate “Ode on Indolence.” Agree or disagree with Keats: “This (Indolence) is the only happiness; and is a rare instance of advantage in the body overpowering the Mind.”

#### Additional prompts can support reading standards and/or units

#### Informational

- Discuss the impact of literary devices in the literature of this time. Use examples from the text to show the literary devices’ role within the text and their impact on a particular theme or contextual element of the literature.
  - What point of view is revealed by Swift’s allegory in *Gulliver’s Travels*? How does his allegory satirize human behavior and human history? Are Swift’s views reflective of the beliefs of his day?
  - How does Tennyson’s *In Memoriam A.H.H.* use nature to express metaphorically human feelings and emotions? What point of view is Tennyson revealing?

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- Read the poems “London, 1802” and “The Deserted Village.” What values and concerns do they share and how do they use literary devices to reach the reader?
- Compare and contrast the themes found in *Gulliver’s Travels* and “Micromégas.” Do the texts share similar messages? Do they use satire in the same way? How does Swift’s allegory compare to Voltaire’s science fiction?
- Compare the science fiction elements in Voltaire’s “Micromégas” and one of the tall tales in *The Surprising Adventures of Baron Munchhausen*. How does the science fiction genre enable the authors to express their ideas?
- Read selected poems from Blake’s *Songs of Innocence and Experience*. Consider biblical allusion to explain the relationship between Innocence and Paradise. How is Experience a metaphor for the Fall of Man?

### Narrative

- Write a satirical short story where an unknown visitor arrives in your hometown or state or nation. Using narrative elements, expose and provide pointed, critical commentary through humor, irony, or exaggeration.
  - Write a new chapter for *Gulliver’s Travels* where Gulliver arrives in your hometown. Using narrative elements, share his story of the visit and what he learned from it.
- Research the three forms of poetic ode: the Pindaric, Horatian, or Irregular. Select one of these forms and write an ode to a person, place, or item. Prove your understanding of form and theme through your use of meter, rhyme, literary devices, and other poetic elements.
  - Write “Ode to the East Wind” in the style of Shelley’s “Ode to the West Wind.” Write your poem as a counterpoint to his ode’s arguments and imagery.

### Research

- Examine how the ideas and philosophies of the Enlightenment spread to non-European regions of the world during the 18th century and beyond. Focus your paper on who continued to spread these ideas, and how the themes and beliefs of Enlightenment philosophers adapted and changed for new cultures.
- In a well-organized paper, explore conflicts (societal, economic, philosophical, etc.) occurring during the 18th and early 19th centuries which influenced authors and their works. Make clear connections between these conflicts and their impact on the literature, using evidence from literary texts as support.

### VOCABULARY

Allegory  
Allusion  
Assonance  
Defamiliarization  
Digression  
Elegy

Grotesque  
Metaphor  
Moral imperative  
Narrative devices  
Pastoral  
Satire

Science fiction  
Sturm und drang  
Supernatural  
Tall tale  
Unreliable narrator

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### TECH SKILLS

#### I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Find pertinent research by searching appropriate keywords in databases.
- Use KPBSD subscriptions (digital library, SLED resources including EBSCO/ERIC/Academic Search Premier) to find pertinent research.
- Create a multimedia product that considers purpose, audience, and message in a way that is enhanced by the design.

### Unit 5: 19th Century

#### ENDURING UNDERSTANDING(S):

Students explore how romantic and Victorian literature embodies the tension between art for art’s sake and art as a response to social and cultural conflict?

#### ESSENTIAL QUESTIONS:

- What is the tension between art for art’s sake and art as a response to social and cultural conflict, as expressed in the works of this unit?
- What are common tendencies, contradictions, outliers, and subtleties of the romantic and Victorian periods in literature?
- How does the poetry of this period reflect both on the human psyche and on the state of civilization?
- How do the forms of the poems in this unit contribute to their meanings?
- How do the works of this period show signs of early modernism?
- What are elements of romanticism and gothic romanticism in works of literature?

#### STUDENT LEARNER OUTCOMES (standards)

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

#### STUDENTS WILL... (state standards)

- RL.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; restate and summarize main ideas or events, in correct sequence, after reading a text.

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- RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, or attitude).
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; restate and summarize main ideas or events, in correct sequence when necessary, after reading a text.
- RI.4 - Determine the meaning of words and phrases as they are used in various genres, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.3 - Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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- c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing standards 1–3.)
- W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
- W.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL.3 - Identify and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
- L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
  - a) Determine meanings of unfamiliar words by using knowledge of derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak), context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence), dialectical English (e.g., Huck Finn), idiomatic expressions (e.g., “it drives me up a wall”) as clues to the meaning of a word or phrase.
  - b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
  - c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
  - d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

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b) Analyze nuances in the meaning of words with similar denotations (definition) or determine the meaning of analogies.

### I CAN... (student-friendly language)

- RI.1
  - Identify and examine areas the text left open for interpretation.
  - Find and refer to specific, relevant textual examples (both explicit and inferred) to support an opinion about the text.
- RI.2
  - Identify the main idea or the theme of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Reword main ideas or events that around found in a text and put them into the correct sequence.
- RI.4
  - Determine the meaning of a word or phrase from context or when it is used in literary devices.
  - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
- RI.7
  - Closely examine multiple accounts of a subject from different media sources.
  - Identify the similarities and differences between various accounts of a subject.
  - Determine which parts from different sources can be used together to effectively make a point.
- RL.2
  - Identify the main ideas or the themes of a text after reading the piece.
  - Find specific evidence of a main idea or theme within a text.
  - Analyze how a text portrays a theme, including how it is connected to other themes.
  - Reword main ideas or events that are found in a text and put them into the correct sequence.
- RL.4
  - Determine the meaning of a word or phrase from context or when it is used in literary devices.
  - Analyze and explain how an author’s word choice can change the meaning or tone of a text.
  - Examine the multiple meanings of words and how the shades of meanings impact the text’s meaning or tone.
  - Examine the author’s language choices and how they affect the tone of a text (through rhythm, stressed syllables, name-calling, and local color).
- RL.6
  - Distinguish what is stated from the subtext.
  - Distinguish elements of satire used to portray point of view.
  - Determine point of view.
- W.2 - Expository/Informative
  - Brainstorm multiple topics or ideas.
  - Choose a single, supportable topic from a variety of choices.

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- Outline and organize an essay on a specific topic.
- Write a clear thesis statement.
- Use formatting to logically organize my essay.
- Use valid and reliable evidence (e.g., quotations, facts, definitions) to support my thesis.
- Choose the most relevant facts to use in support of a claim from a variety of choices.
- Determine which informational graphics or additional multimedia best support my thesis and apply them to a piece of writing.
- Correctly format/embed visuals and graphics into an APA style essay.
- Explain my thoughts in a logical order to support the evidence of my thesis.
- Apply appropriate and varied transition words effectively in my writing.
- Determine what style and tone are appropriate for the audience of my writing.
- Apply specific vocabulary choices in my writing to maintain an appropriate style or tone for my audience.
- Use literary devices such as metaphors, similes, and analogies to help explain an idea.
- Provide a strong closing statement or paragraph which supports my thesis.
- **W.3 - Narrative**
  - Capture a reader’s attention with an effective narrative hook.
  - Create character(s) and narrator(s) who have depth and a recognizable character arc.
  - Choose the most effective point of view of a piece of narrative writing and maintain it throughout the written piece.
  - Effectively organize narrative plot elements.
  - Apply narrative techniques (e.g., dialogue, pacing, description, reflection, plot, etc.) to create depth in a narrative piece.
  - Use narrative writing conventions (archetypal and plot elements, varied writing forms, etc.).
  - Create an engaging narrative using precise, descriptive language and sensory details.
  - Provide an effective and satisfying conclusion to a narrative piece.
- **W.4**
  - Write papers which meet specific requirements for an audience or a task.
  - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- **W.5**
  - Follow the steps of the writing process to strengthen my writing.
  - Prioritize the steps of the writing process for assignments with a condensed timeline.
  - Make myself a formative element within another author’s writing process (peer review).
- **W.7**
  - Brainstorm and choose a question to answer or solve that will guide a long-term research project.
  - Adjust my research area of focus as needed for my project (based on continued learning during research).
  - Combine information from multiple sources to support my research and findings.
- **W.8**
  - Find and use multiple sources of information, both in print and digital formats.

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- Determine which sources are most effective to answer a posed research question.
- Effectively integrate research in my writing, while citing that research accurately.
- Minimize my use of a single resource in comparison to others.
- Balance research with my own ideas and commentary within a paper.
- Effectively evaluate when my essay is plagiarized or over-reliant on ideas that aren't my own.
- SL.3
  - Identify a speaker's points or claims.
  - Connect key points or claims to specific persuasive techniques.
  - Use specific, relevant supporting evidence to determine if an argument's key point or claim is well supported.
  - Identify false statements or reasoning by their supporting evidence.
- SL.4
  - Present information or supporting evidence in a clear, concise, logical manner when speaking.
  - Adjust my speech so it is appropriate for the purpose, task, and audience of the presentation.
- L.4
  - Figure out and define unknown words.
  - Clarify the difference between words with multiple meanings.
  - Use roots or cultural knowledge to determine a word's meaning.
  - Use context clues to determine a word's meaning.
  - Recognize dialect or idiomatic expressions within a piece of literature.
  - Identify how words will change to become different parts of speech.
  - Gather information regarding proper word usage (e.g. for a new word) from a variety of reference materials.
  - Find information on how to pronounce a word.
  - Check whether my guess at a word's definition is correct and change my definition as needed.
- L.5
  - Recognize figurative language (e.g. literary devices) in a selection of text.
  - Examine how figurative language is used to alter the logical sequence of a text (ex. paradox, hyperbole).
  - Recognize words that have similar meanings.
  - Recognize analogies in a selection of text.
  - Determine if an analogy makes an appropriate comparison.

### SUGGESTED WORKS

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### Literary Texts

#### Children's Literature

- Alice's Adventures in Wonderland (Lewis Carroll) [Link](#)
- Peter and Wendy (J. M. Barrie)
- The Jungle Book (Rudyard Kipling) [Link](#)

#### Drama

- A Doll's House (Henrik Ibsen) (E) [Link](#)
- Faust (Johann Wolfgang von Goethe) (excerpts, e.g., the opening) [Link](#)
- The Importance of Being Earnest (Oscar Wilde) (E) [Link](#)
- The Sunken Bell (Gerhart Hauptmann) (OOP)

#### Novels

- A Christmas Carol (Charles Dickens) [Link](#)
- A Passage to India (E. M. Forster)
- Dracula (Bram Stoker) [Link](#)
- Frankenstein (Mary Shelley) [Link](#)
- Hard Times (Charles Dickens) (excerpts) [Link](#)
- Heart of Darkness (Joseph Conrad) [Link](#)
- Jane Eyre (Charlotte Brontë) (E) [Link](#)
- Sense and Sensibility (Jane Austen) [Link](#)
- The Hunchback of Notre Dame (Victor Hugo) [Link](#)
- The Picture of Dorian Gray (Oscar Wilde) [Link](#)
- The Red and the Black (Stendhal)
- The Three Musketeers and The Count of Monte Cristo (Alexandre Dumas) [Link](#)
- The Time Machine (H. G. Wells) [Link](#)
- Twenty Thousand Leagues Under the Sea (Jules Verne) [Link](#)
- Wuthering Heights (Emily Brontë) [Link](#)

#### Poetry

- Childe Harold's Pilgrimage (George Gordon, Lord Byron) [Link](#)
- Dover Beach (Matthew Arnold) [Link](#)

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- Goblin Market (Christina Rossetti) (EA) [Link](#)
- Love Among the Ruins (Robert Browning) [Link](#)
- Sonnet 43 (Elizabeth Barrett Browning) [Link](#)
- Spring and Fall (Gerard Manley Hopkins) [Link](#)
- The Ballad of Reading Gaol (Oscar Wilde) (EA) [Link](#)
- The Flowers of Evil (Charles Baudelaire) (selections) [Link](#)
- The Rime of the Ancient Mariner (Samuel Taylor Coleridge) [Link](#)

### Informational Texts

#### Nonfiction

- Culture and Anarchy (Matthew Arnold) (excerpts) [Link](#)
- Reveries of a Solitary Walker (Jean-Jacques Rousseau) (excerpts) [Link](#)
- Tallis's History and Description of the Crystal Palace, and the Exhibition of the World's Industry in 1851 (John Tallis)
- The Decay of Lying (Oscar Wilde) (EA) [Link](#)
- The Origin of Species (Charles Darwin) (excerpts) [Link](#)

### Art, Music, and Media

#### Art

- James McNeill Whistler, Arrangement in Gray and Black: The Artist's Mother (1871) [View](#)
- James McNeill Whistler, Mother of Pearl and Silver: The Andalusian (1888-1900) [View](#)
- James McNeill Whistler, Symphony in Flesh Colour and Pink: Portrait of Mrs. Frances Leyland (1871-1874) [View](#)
- James McNeill Whistler, Symphony in White, No. 1: The White Girl (1862) [View](#)

### ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

- Memorize and recite a poem from this unit (or a two-minute passage from a long poem). Include an introduction that discusses how the poem's structure and form contributes to its meaning.
- Examine the four paintings by James McNeill Whistler. As you have done throughout this unit, describe with partners the small details and specific elements you can see in each painting. What do you find when you closely examine each painting? What has Whistler done to capture your attention? What draws you into the painting: the color, mood, line, texture, or light? How might these artworks show signs of early modernism? Are these paintings "art for art's sake"? Why or why not?

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

#### Argument

- Compare two texts from this time period. Use textual evidence to argue an original thesis examining the characters, plot, theme, literary devices, or social/cultural commentary present within the works.
  - Consider the horror novels *Dracula* and/or *Frankenstein*. Is the purpose of these texts to entertain us with horror and heighten our senses, or to serve as social commentary?
  - Consider *The Three Musketeers* or *Twenty Thousand Leagues Under the Sea* as adventure novels. Do these texts serve the reader as a means of entertainment? Or are they meant to illustrate a social statement and moral message?
  - Compare and contrast in a balanced argument *Wuthering Heights* or *Jane Eyre* with *Frankenstein* or *Dracula*. All are considered gothic novels. What characteristics make them gothic? Does the gothic motif serve as a source of entertainment, or does it help illustrate social commentary?
  - Some people believe Victorians “invented” childhood through art and literature. Is childhood a product of nature and science, or is it socially engineered? What qualities of childhood are illustrated by the children’s classics *Peter and Wendy* or *Alice’s Adventures in Wonderland*? What social conventions are these texts responding to? What literary devices are used to respond to the adult world of the Victorian era?
- Is it helpful or misleading to define literature in terms of trends and movements, such as romanticism?
- Examine and discuss how a text from this period illustrates thematic conflict, arguing which theme the author more effectively utilizes in the text.
  - In *Wuthering Heights*, Catherine has to choose between nature and culture. Explain how this is illustrated in the text. Is this a moral choice?
  - How do the poems of this unit—especially those by Arnold, Baudelaire, Hopkins, Wilde, and Robert Browning— grapple with hope and despair? By the end of the poems selected, does hope or despair triumph?
- Explore a changing social norm or expectation from this time period and, in an original thesis, argue its appearance and treatment in literature.
  - Ibsen’s *A Doll’s House* is considered by some to be the first feminist play. Do you agree or disagree with this designation? What do we mean when we call a piece of literature feminist? Do we make such a judgment according to today’s standards or according to the standards in the day the text was written?
  - According to Charles Darwin: “Of all the differences between man and the lower animal, man’s sense of moral conscience is by far the most important.” Do you agree with Darwin? Consider *Heart of Darkness*. Does this novel support or challenge Darwin’s idea?

#### Research

- In an organized and well-written research paper, explore the life of a Romantic poet. Teach the reader about the events in the poet’s life which led them to become recognized within the literary movement, their authorial successes/failures, and the personal experiences they referenced in their work.

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- Research the life of a European leader or monarch from the mid- to late-19th century. In a well-organized paper, discuss their impact on history, society, and the arts.
- Explore documents from the University of Cambridge Library’s collection of Darwin’s manuscripts ([http://cudl.lib.cam.ac.uk/collections/darwin\\_mss](http://cudl.lib.cam.ac.uk/collections/darwin_mss)). In your paper, explore how Darwin’s research has been perpetuated today and how it has influenced modern scientific theory or practices.

### **Additional prompts can support reading standards and/or units**

#### **Informational**

- How does the literature of the romantic and Victorian eras show tension between art for art’s sake (where art includes literature) and art as a response to social and cultural conflict?
- Examine and inform how the values found in specific literary movements are illustrated through literature of this time period.
  - H. G. Wells called himself a socialist. How does *The Time Machine* illustrate socialist values? Does this text maintain the tradition of the Victorian novel? How?
  - Consider *The Jungle Book* as an allegorical tale. What lessons do the laws of the jungle teach the reader? How does the text demonstrate romanticism through science?
  - Charlotte Brontë once said, “Conventionality is not morality.” How is this statement illustrated in her novel *Jane Eyre*? Consider the text as a gothic novel. How do its gothic characteristics help convey its themes?
  - Trace the distinction between logic and emotion in *Sense and Sensibility*. How does this text demonstrate itself as a romantic novel? Compare or contrast its depiction of class and gender hierarchies to another text in this unit.
- Examine a specific character and their inner conflict. Use textual evidence to explain how this conflict is developed over the course of a text.
  - Compare the moral conflict of Julien Sorel in *The Red and the Black* and Nora Helmer in *A Doll’s House*. What are their similarities and differences?
  - How is the creation of “Earnest” in Wilde’s *The Importance of Being Earnest* an example of backlash against the social values of the time?

#### **Narrative**

- Select a passage from a Gothic novel and rewrite the scene from the villain’s perspective. Use narrative elements to maintain the tone and theme of the scene.
  - Using details from *Jane Eyre*, write a short narrative from Bertha’s perspective, exploring one of her key moments in the original narrative (e.g. lighting Rochester’s bed on fire, seeing Jane’s wedding dress, etc.).
- Select a poem from this literary period and rewrite it in prose form. Use narrative elements such as dialogue, imagery, symbolism, and other literary devices to maintain the tone or theme of the original poem.
  - Rewrite “The Goblin Market” as a short story. Use dialogue and strong descriptive language to maintain the narrative and thematic elements of the original poem.

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<b>VOCABULARY</b>		
Antihero Adventure Caste systems Decadence Edwardian Feminism Foreshadowing	Framed narrative Gender Gothic Horror Narrator Romanticism	Scientific rationalism Social satire Sprung rhythm Symbol Victorian Worldview
<b>TECH SKILLS</b>		
<b>I CAN...</b> <ul style="list-style-type: none"> <li>• Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.</li> <li>• Find pertinent research by searching appropriate keywords in databases.</li> <li>• Recognize, explain, and avoid plagiarism.</li> <li>• Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).</li> </ul>		

### Unit 6: 20th Century

#### **ENDURING UNDERSTANDING(S):**

Students learn how the twentieth century might be regarded as the Age of Anxiety.

#### **ESSENTIAL QUESTIONS:**

- How do aspects of modernism (such as anxiety) fit in their historical context.
- How are form and meaning both broken down and affirmed in modernist literature?
- How are the problems inherent in fashioning a perfect person or society manifest in dystopian literature?
- How poems in this unit reflect on poetry itself and its possibilities?
- How are musical allusions and their meanings manifest in twentieth-century poetical works?
- How is absurdist and existential philosophy applied to literature and theater?

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### STUDENT LEARNER OUTCOMES (standards)

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

### STUDENTS WILL... (state standards)

- RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (ambiguity).
- RL.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- W.1 - Persuasive
  - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    - a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
    - b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
    - c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    - e) Provide a concluding statement or section that follows from and supports the argument presented.

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- W.4 - Produce clear and coherent writing in which the development, organization, style, and features are appropriate to task, genre, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a) Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).
  - b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses].”).
- SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d) Respond thoughtfully to diverse perspectives or arguments; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data or information.
- SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate and addressing intended audience needs and knowledge level. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
- L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - a) Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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### I CAN... (student-friendly language)

- RL.1
  - Properly cite textual evidence using APA formatting.
  - Support my analysis of a text using specific information, and then explaining how those citations support my analysis.
- RL.7
  - Read and/or watch multiple portrayals of a story, drama, or poem.
  - Evaluate how each portrayal interprets the source text, noting how that interpretation affects the text's intent.
- RL.9
  - Read a variety of American literature, crossing genres and time periods.
  - Show how two or more texts from the same time period examine the same theme or topic.
- RI.1
  - Find and refer to specific, relevant textual examples (both explicit and inferred) to support an opinion about the text.
  - Identify and examine areas the text left open for interpretation.
- RI.3
  - Determine the organization of an author's main points, ideas, or textual events.
  - Examine the effectiveness of a text's argument using my knowledge of an author's organizational strategy.
  - Explain how characters, ideas, or events interact and develop throughout the text.
- RI.5
  - Identify the way an author organizes or structures a text.
  - Determine if the text's message is clear, convincing, and interesting.
- RI.8
  - Break down and evaluate the reasoning in historic texts by paraphrasing the text.
  - Evaluate the opinions, premises, purposes, and arguments of a text using evidence to support my reasoning or opinion.
  - Identify and evaluate the impact a specific historic text has over time.
- W.1 - Persuasive
  - Write a clear thesis statement.
  - Use valid and reliable evidence to support my thesis.
  - Outline and explain my thoughts in a logical, persuasive order.
  - Introduce evidence and claims which support my thesis.
  - Fairly and thoroughly acknowledge counterclaims which go against my thesis and explain why my support is stronger.
  - Use a variety of sentences in each paragraph to make my writing more interesting and my argument more effective.
  - Determine what style and tone are appropriate for the audience of my essay.
  - Provide a strong closing statement or paragraph which supports my thesis.

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- W.4
  - Write papers which meet specific requirements for an audience or a task.
  - Choose what style/form of writing (ex. to entertain, inform, persuade, etc.) to use for a variety of prompts/situations.
- W.6
  - Produce and publish individual or shared writing pieces using technology (e.g., Canvas, Internet, Google Docs, etc.).
- W.9
  - Plan and write an analysis, reflection, or research paper using evidence from literature *and* informational texts.
  - Synthesize, reflect on, and communicate my knowledge of American or British ideology based on the large variety of American or British writings.
- SL.1
  - Initiate discussion or introduce different perspectives in my group.
  - Work with my peers to create effective and fair discussion expectations.
  - Refer to evidence from research during a discussion on a specific topic.
  - Appropriately pose and respond to questions in a group setting.
  - Maintain an established role in my group to enable civil, democratic discussions, decision-making, and goal-meeting.
  - Actively listen and respond appropriately and thoughtfully to my peers during a discussion.
  - Summarize my peers' points and appropriately agree or disagree with those points.
  - Explain my reasoning to my peers and justify maintaining or changing my original stance on a specific topic.
  - Determine what information still needs to be gathered for further clarification or support within a discussion, and can use that further information to resolve contradictions when possible.
- SL.2
  - Compare and contrast multiple, varied sources of information (e.g., visual, quantitative, oral) and determine which are the most credible and accurate.
- SL.6
  - Effectively adapt a speech to various contexts, tasks, and audiences.
- L.3
  - Adapt my use of the English language for varied contexts and situations while reading, listening, or writing.
  - Adjust my writing to conform to specified style guidelines (e.g., APA, MLA, etc.).
  - Use sentence variety for effect in my writing and recognize and evaluate its use when reading complex texts.
- L.6
  - Recall and apply academic or subject-specific words and phrases while reading, writing, speaking, or listening.
  - Independently find (e.g. during the research process) words or phrases which can improve my understanding or expression of a subject.

### SUGGESTED WORKS

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

### Literary Texts

#### Drama

- Antigone (Jean Anouilh)
- Caligula (Albert Camus)
- Hamlet (William Shakespeare) [Link](#)
- King Lear (William Shakespeare) [Link](#)
- Mother Courage and Her Children (Bertolt Brecht)
- Pygmalion (George Bernard Shaw)
- Rhinoceros (Eugene Ionesco) (E)
- Waiting for Godot (Samuel Beckett)

#### Novels

- 1984 (George Orwell)
- All Quiet on the Western Front (Erich Maria Remarque)
- Brave New World (Aldous Huxley)
- Briefing for a Descent into Hell (Doris Lessing)
- Pan: From Lieutenant Thomas Glahn's Papers (Knut Hamsun) [Link](#)
- Steppenwolf (Hermann Hesse)
- The Mayor of Casterbridge (Thomas Hardy) [Link](#)
- The Metamorphosis (Franz Kafka) (E) [Link](#)

#### Poetry

- Archaic Torso of Apollo (Rainer Maria Rilke) [Link](#)
- Conversation with a Stone (Wisława Szymborska)
- Counter-Attack (Siegfried Sassoon)
- Dreamers (Siegfried Sassoon) [Link](#)
- Four Quartets (T. S. Eliot) (EA)
- Poem of the Deep Song (Federico García Lorca) (selections)
- Suicide in the Trenches (Siegfried Sassoon)
- The Age of Anxiety: A Baroque Eclogue (W.H. Auden) (EA)
- The Daffodil Murderer (Siegfried Sassoon)

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- The Darkling Thrush (Thomas Hardy) [Link](#)
- The Old Huntsman (Siegfried Sassoon)
- The Second Coming (William Butler Yeats) [Link](#)
- The Wasteland (T. S. Eliot) (EA) [Link](#)

### Informational Texts

#### Essays

- Crisis of the Mind (Paul Valéry)
- The Fallacy of Success (G.K. Chesterton) (E)

#### Nonfiction

- Letters to a Young Poet (Rainer Maria Rilke)
- The Courage to Be (Paul Tillich) (excerpts)
- The Ego and the Id (Sigmund Freud) (excerpts)
- Thus Spoke Zarathustra (Friedrich Wilhelm Nietzsche) [Link](#)

#### Speeches

- Their Finest Hour (House of Commons, June 18, 1940) (Winston Churchill) (EA)

### Art, Music, and Media

#### Art

- Georges Braque, Candlestick and Playing Cards on a Table (1910) [View](#)
- Henri Matisse, Blue Nude (1952) [View](#)
- Joan Miró, The Potato (1928) [View](#)
- Kurt Schwitters, Untitled (Oval Construction) (1925) [View](#)
- Pablo Picasso, Reading at a Table (1934) [View](#)
- Piet Mondrian, Composition No. III (1921, repainted 1925) [View](#)

#### Music

- Flamenco guitar music (such as that performed by Carlos Montoya or Paco Peña)
- Ludwig van Beethoven, String Quartet No. 15 in A Minor, Op. 132 (1825)

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### ASSESSMENTS

*What evidence will demonstrate student achievement of their learning?*

- Examine the Picasso, Matisse, Mondrian, and Miró images. Do these works of art have anything in common? Do they depict anything you recognize? Do you think they were made for a particular buyer, a patron, or just because the painters wanted to make them? How might you categorize each work, besides “abstract”? How has the artist evolved by the twentieth century to be an untethered individual? Can you see how these artists might be driven by their own artistic tendencies or desires? What are these paintings “about”?
- Memorize and recite a one- to two-minute passage from one of the texts. Include an introduction that discusses one of the following issues: How the passage deals with the question of meaning and meaninglessness? How the passage comments, directly or indirectly, on historical events?

### WRITING FOCI: Quarter 4 - Research

#### Research

- Examine the historical context surrounding a dystopian work from this literary time period. Explore how the author implemented historical details in the creation of their narrative work. If necessary, read essays or critical articles by the author discussing their decisions to aid you in your research.
- Research a person or event from World War I or World War II. Teach the reader about your topic, including how that person or event resonates in today’s modern world.

#### Additional prompts can support reading standards and/or units

#### Argument

- Examine an existential literary work from this unit. In an organized paper, discuss how specific elements and examples from the text promote existentialism.
  - Paying close attention to the storm scenes and the role of the fool in *King Lear*, how could the play be regarded as an existential work?
  - “The Second Coming” is an allegorical poem that describes the state of Europe after World War I. How do the metaphors in the poem convey meaning? Does the poem reveal an existential world view? Why or why not?
  - Paying close attention to Hamlet’s soliloquies, how can *Hamlet* be regarded as a work of existentialism? How does it apply to Auden’s concept of anxiety?
- Explore a literary work which challenges the reader to consider the attempted creation of utopian or the rise of dystopian societies. How does the author of the work explore the socioeconomic, political, religious, or moral dilemmas raised in the society, and how does the society influence the characters of the work and their personal conflicts?
  - Was Orwell’s classic novel *1984* prophetic? Consider the rise, fall, and endurance in the twentieth century of political regimes that restrict personal freedoms.

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### Informational

- Why (in literature) might the twentieth century be regarded as the Age of Anxiety? Use examples from literary works, as well as historical context to support your answer.
  - How does Auden’s “September 1, 1939” (in *The Age of Anxiety*) shed light on the works studied in this unit?
  - Compare and contrast how both *The Mayor of Casterbridge* and *Pygmalion* are concerned with fashioning the perfect individual. How do these texts conform to Auden’s *Age of Anxiety*?
- Examine how an author reworks classical stories or themes to reach a specific audience. Consider how historical context may affect an enduring story or theme.
  - Examine how the author reworks classical stories and themes in Anouilh’s *Antigone* and/or Camus’ *Caligula*. Consider how historical context affects an enduring story or theme.
  - Compare Anouilh’s *Antigone* with Sophocles’s *Antigone* (which students read in ninth grade).
  - Consider *Mother Courage and Her Children* as an allegorical, moral tale where war is depicted as a business. What moral is presented by the story and how does the play’s parallelism of early morality plays influence this moral?
  - Consider musical allusions and their contribution to the meaning of twentieth-century poetical works using Eliot’s *Four Quartets* and/or Lorca’s *Poem of the Deep Song*. What musical characteristics highlight the themes in the poetry?
- How did authors from this literary period incorporate elements of existentialism into their literary works?
  - How did Sassoon’s war-era poetry contribute to the shaping of existentialism as a philosophy?
  - Hesse is a master of blending fantasy and reality. He claims his novel *Steppenwolf* has been “violently misunderstood.” Consider it as an existential novel. Why could it easily be misunderstood?
  - How is Gregor Samsa’s transformation in *The Metamorphosis* a metaphor for the existential experience?
  - How do *All Quiet on the Western Front* and Sassoon’s war poems influence and contribute to the existential movement?
- Examine how dystopian works provide commentary on both cultural and historic contexts of the period in which the work was written. Use examples from the literary text to support connections made.
  - What social values are discarded in the dystopian works *1984* and/or *Brave New World*?
  - Relate the loss of hope and despair to one of the dystopian novels in this unit to Hardy’s poem “The Darkling Thrush.” From where does this hopelessness derive in both texts?
  - Compare the outcasts in two dystopian works in this unit, such as *1984* and *Brave New World*. How are their struggles different? How are they similar?

### Narrative

- Write a narrative or script in which two warring perspectives are forced into a discussion with each other. Use dialogue to enhance the tension and characterization of your scene.
  - After reading samples of Freud’s work, write a short scene in which the Id and Ego argue over a decision. Use details from Freud’s work to ensure the Id and Ego do not act out of character.
  - Write a short story in which the Director of the Hatchery and John are forced to confront each other. Use narrative elements such as dialogue, figurative language, and characterization in your story.

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- Rewrite a key scene from one of the plays listed in this unit, modernizing the setting, characters, and possibly the language. Maintain the original scene’s tone and theme in your modern interpretation. In addition to your new scene, write a short paragraph which explains the choices you made to adapt the scene and why you feel the original themes will still resonate with a modern audience.

### VOCABULARY

Absurd  
Affirmation  
Anxiety  
Dystopia  
Existentialism

Free verse  
Modernism  
Negation  
Neologism  
Postmodernism

Rhetorical device  
Satire  
Totalitarianism  
Understatement

### TECH SKILLS

#### I CAN...

- Use the internet to efficiently locate various credible, relevant and current sources by prioritizing search strategies and eliminating information “white noise,” avoiding a “one-stop-shop” approach.
- Find pertinent research by searching appropriate keywords in databases.
- Recognize, explain, and avoid plagiarism.
- Cite sources appropriately (e.g. MLA, APA, headers, footnotes, page numbers, endnotes, internal citation, bibliography, page breaks, etc.).