

ENGLISH COURSE SYLLABUS

Course Title: 11 H2 American Literature

Department: English

Primary Course Materials: Primary Course Materials :

Unit One : The Puritans

Textbook	The Elements of Literature	Holt, Rinehart & Winston
Readings	Puritan Introduction from text “A Model of Christian Charity” New England Primer “Of Plymouth Plantation” “They Knew They Were Pilgrims” “A Planter’s Days” “A Puritan’s Days” “Captivity Narrative” “Sinners in the Hands ...”	Winthrop Bradford Byrd Sewall Rowlandson Edwards
Poetry	“Upon the Burning of Our House”	Bradstreet
Novel	The Scarlet Letter	Hawthorne
Drama	The Crucible	Miller
Short Story	Endicott and the Red Cross Young Goodman Brown	Hawthorne

Unit Two: The Enlightenment

Textbook	The Elements of Literature	Holt, Rinehart & Winston
Readings	Historical Introduction from text “What is an American” Declaration of Independence “The Crisis” “Speech to Virginia Convention” “The Autobiography” “Poor Richard’s Almanac” “I Have a Dream” "Remarks Concerning the Savages of North America"	Crevecoeur Jefferson Paine Henry Franklin King Franklin
Film	1776	Stone

Unit Three:

Unit Three: The Romantics

Textbook	The Elements of Literature	Holt, Rinehart & Winston
Readings	Unit Introduction from text	

	"Rip Van Winkle" "Devil and Tom Walker" "Sleepy Hollow"	Irving	
Poetry	"Thanatopsis" "To a Waterfowl" "Psalm of Life" "Tide Rises, Tide Falls" "The Raven" "Alone" "The Bells"	Bryant Longfellow Poe	
Novel	One Flew Over the Cuckoo's Nest	Kesey	
Transcendentalist Essays	"Nature" "Self - Reliance" Excerpts from Walden	Emerson Thoreau	
Unit Three: Dickinson and Whitman			
Reading	"Emily Dickinson"	Brooks	
Poetry	"Much Madness Is Divinest Sense" "My Life Closed Twice" "Hope is a Thing with Feathers" "Song of Myself" "The Learned Astronomer" "Noiseless Patient Spider"	Dickinson Whitman	
Related Performance	The Belle of Amherst The Dead Poet's Society One Flew Over the Cuckoo's Nest	Luce Weir Foreman	
Unit Four: The Regionalist / The Realists/ The Naturalist			
Textbook	The Elements of Literature	Holt, Rinehart & Winston	
Reading	Unit Introduction from text		

The Regionalist/ The Realist

Short Story	"Outcasts of Poker Flats" "Occurrence at Owl Creek" "Beyond the Bayou" "The Jumping Frog Calaveras County" "Editha"	Harte Chopin Twain Howells	Bierce
Novel	My Antonia		Cather
Poetry			

“Miniver Cheevy” “Richard Cory” “Annadale”	Robinson
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The Naturalists

Short Story	“The Law of Life” “The Open Boat”	London Crane
Novella	Maggie	Crane
Poetry	“A Man Said to the Universe” “To the Maiden” “The Wayfarer” “I saw a Man”	Crane

Unit Six: The Modernist

Textbook	The Elements of Literature	Holt, Rinehart & Winston
Reading	Unit Introduction from text	
Short Story	“Solider’s Home” “A Clean Well Lighted Place” “Today is Friday”	Hemingway
Novel	The Great Gatsby Of Mice and Men	Fitzgerald Steinbeck
Poetry	“The Love Song of J Alfred Prufrock” “The Hollowmen” “Desert Places” “Death of the Hired Man”	Eliot Frost

Course Description: Course Description

This course uses an historical -biographical approach to teach students that literature is not written in a vacuum. By virtue of being alive in the world, writers become saturated with the culture, ideas, and beliefs of the times in which they live. Therefore, the course is organized in chronological order, progressing from the earliest period of American literature, Puritanism to the most prolific period, Modernism. The main objective of this approach is to have students compare and contrast the characteristic ideas of each movement and thereby see the development of both the American character and the American Dream.

Students are expected to read carefully and actively. Because the foundation of the course is class discussion, students are expected to come to class prepared with observations, questions, and comments concerning the assigned text. These observations, comments, and questions should reflect the students’ independent attempts to interpret and analyze the text. Most importantly, the students will be asked to make connections across literary movements and use material from the assigned texts to support their conclusions.

For the most part, writing assignments in this class will be analytical essays. The goal of these essays will be for the student to explain clearly, and cogently, what they understand about the assigned literary works and why they interpret them as they do.

In addition, students will continue to work on developing vocabulary, refining grammar skills, improving public speaking and presentation skills and exploring the uses of technology in all of these areas.

- Essential Questions:**
1. How have American writer's views of God, Nature, the individual, and his relationship to society been influenced by the times in which they lived?
 2. How have writers continued to redefine the concepts of "the American Dream" and the American character?
 3. What aspects of modern American culture seem to be the legacy of the writers and thinkers studied in this course?

Course Objectives:

1. Read, write and communicate effectively
2. Read a rich variety of literary works, including fiction, poetry, drama, and nonfiction from different periods. Students should be able to relate these works to human aspirations and life experiences.
3. Analyze the implications of literary works, and communicate them through speaking, writing, and artistic expression.
4. Analyze, interpret and evaluate information
5. Make reasoned inferences and construct logical arguments.

Common Goals:

Thinking and Communicating

- 1) ☒ Read information critically to develop understanding of concepts, topics and issues.
- 2) ☒ Write clearly, factually, persuasively and creatively in Standard English.
- 3) ☒ Speak clearly, factually, persuasively and creatively in Standard English.
- 4) ☒ Use computers and other technologies to obtain, organize and communicate information and to solve problems.
- 5) ☐ Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

Gain and Apply Knowledge in and across the Disciplines

- 6) Gain and Apply Knowledge in:
 - a) ☒ Literature and Language
 - b) ☐ Mathematics
 - c) ☐ Science and Technology
 - d) ☒ Social Studies, History and Geography
 - e) ☒ Visual and Performing Arts
 - f) ☐ Health and Physical Education

Work and Contribute

- 7) ☒ Demonstrate personal responsibility for planning one's future academic and career options.

- 8) ☐ Participate in a school or community service activity.
- 9) ☐ Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

Learning Standards from the Massachusetts Curriculum Framework:

A chart is attached identifying which of the standards from the Massachusetts Curriculum Frameworks will be assessed in this course.

Additional Learning Objectives Beyond the Curriculum Framework:

Content Outline:

A. Unit One

1. Terms to be defined and applied:

“City upon the hill”

Puritan Ethic

Predestination

Weaning of affections

Plain Style

Theocracy

Self- Examination

Supremacy of Divine Will

2. Characteristics of Puritanism:

a. The individual's fate is in God's hands. The purpose of life is to please God, gain and maintain his grace and thereby enter heaven. Grace - the miracle by which God grants some people the ability to love truly (No envy, no lust, no vanity)

b. Religious law is civil law - Theocracy

c. Achieving and maintaining God's grace requires vigilance. Self examination and soul- searching , as well as keeping a close eye on your neighbor's soul , were the duties of the elect as well as the non-elect

d. Through hard work, self -discipline, frugality, self-improvement, and sacrifice one could gain grace and forgiveness.

e. The world was clearly divided into good and evil. The Forest with its wild Indians and darkness was to be subdued and brought to God.

Writing / Speaking-- Response to Literature

3. Choose John Proctor or the Reverend John Hale from Arthur Miller's, *The Crucible*, and explain how the character changes over the course of the play.

4. Using Edward's "Sinners in the Hands of an Angry God" as a model, write a sermon persuading your peers to change their evil ways and seek grace.

Be sure to use concrete images that will be meaningful to your contemporary audience.

- 5. Write an essay in which you describe how each one of the three main adult characters in Hawthorne's *The Scarlet Letter*, changes as a result of the adultery.**

Content Outline

B. Unit Two

1. Terms to be defined and applied

Aphorism

Parallel Structure

Rhetorical Devices

Rational Thought

Diction

Deism

2. Characteristics of Classicism

- a. Valued : reason over faith and imagination,
the social over the personal
the common over the individual**
- b. Concerned with this life not the next**
- c. People are by nature good**
- d. Nature is a self-contained machine, whose laws of operation could be rationally understood.**
- e. A belief in a benevolent deity whose greatest gift to man was the ability to reason.**
- f. A belief that the individual is in charge of his or her own destiny.**

Writing /Speaking - Response to Literature

- 3. Create a venn diagram comparing and contrasting the characteristics of Puritanism with those of Classicism.**
- 4. Write one aphorism or proverb for today's world. Type and mount the proverb to colored paper. Staple proverb to bulletin board. Explain to the class why you think this is a good guide to life.**
- 5. Write an essay in which you examine Puritan influences in Franklin's "Autobiography"**

Content Outline

C. Unit Three

1. Terms to be defined and applied :

Stock Characters

Romantic hero

Alliteration

Assonance
Consonance
The Single Effect
Onomatopoeia
Internal Rhyme
Refrain
Quatrain
Rhyme scheme
Gothic
Transcendentalism

2. Characteristics of Romanticism

- a. Profound love of nature
- b. Focus on the self and the individual
- c. Stress on emotion, not reason
- d. Fascination with the supernatural, the mysterious
- e. Yearning for the picturesque, the exotic, and the misty past
- f. Exploration of the depth of human nature
- g. Deep rooted idealism
- h. Belief in a harmonious relationship between God and nature.

Writing/Speaking - Response to Literature

- 1. Make a poster which identifies the traditional elements of a folk tale evident in Irving's "Devil and Tom Walker" or "Rip van Winkle".
- 2. Write an essay comparing "Psalm of Life" and "The Tide Rises, The Tide Falls" by Longfellow.
- 3. Choose a poem from the unit to memorize and recite to the class.
- 4. Write an essay comparing the meaning of Dickinson's "Much Madness is Divinest Sense" with Emerson's theme in "Self-Reliance"

Content Outline

D. Unit Four

1. Terms to be defined and applied:

Verbal Irony	Local Color
Dramatic Irony	Vernacular
Situational Irony	Petrarchan Sonnet
Social Darwinism	Point of View

2. Characteristics of Regionalism/ Realism:

- a. Concerned with the lives of ordinary people
- b. Realistic use of dialect

- c. Accurate descriptions of customs, culture and folk ways
- d. Accurate representation without idealization
- e. An examination of the middle ground of life- common human problem in social settings.
- f. Focus on the common man
- g. Criticism of Romanticism
- h. Use of irony as central tool to emphasize appearance v.s. reality
- i. More relativism than manichean view of human condition

3. Characteristics of Naturalism:

- a. Social Darwinism - Darwin's theory of evolution applied to human beings.
- b. The individual's fate is determined by heredity and environment.
- c. The individual who adapts best to his environment will survive.
- d. Nature is indifferent to man.
- e. Life is more about chance than justice or mercy
- f. Human beings are often caught within forces of nature or society that are beyond their understanding or control.
- g. Death is death and nothing more

Writing/ Speaking- Response to Literature

- 4. Write the first few paragraphs of a story set in Chelmsford. Think like a regionalist and give your readers a feel for what life is like here. Be sure to include Chelmsford vernacular and social customs.
- 5. Reread Robinson's sonnet "Annadale". Using "Annadale" as a model, write a petrarchan sonnet that deals with a contemporary moral dilemma.
- 6. Using one of Crane's poems as a model, write a poem that has a naturalistic theme.
- 7. Choose one of the Crane poems read in class and illustrate the strongest image in the poem. You should use a combination of : crayons, computer graphics, black ink, magazine photos and markers

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Content Outline

F. Unit Six

1. Terms to be defined and applied:

Alienation

Stream of consciousness Wasteland

Flashback

Dramatic Monologue

Internal/External conflict

2. Characteristics of Modernism

- a. Modernists view the world as a violent place
- b. They view the world as a spiritually empty place; man has abandon the idea of God.
- c. They seem to be searching for a new source of hope.
- d. The writings are fragmented and out of order because that is the way Modernists view the world.
- e. Loneliness and an inability to communicate are central themes.
- f. Disillusionment and unresolved endings are common.

Writing /Speaking - Response to Literature

- 3. Read William Carlos Williams' poem. " Red Wheel Barrow". Using your notes from the semester, write three different interpretations of the poem. Choose from : Puritan, Romantic, Transcendentalist, Naturalist, or Modernist. Pick your strongest interpretation and present it to the class.
- 4. Create a power point presentation that compares Jim Burden from Cather's My Antonia to Jay Gatsby from Fitzgerald's The Great Gatsby. Conclude your presentation with a summation of how these two characters represent the changing values in America .

Major Evaluation Strategies:

Name of Assessment	Type of Assessment		Common Goals Assessed	Standards Assessed	Other Objectives Assessed
	Test	Performance Assessment			
Choose John Proctor or the Reverend John Hale from Arthur Miller's, The Crucible, and explain how the character changes over the course of the play.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,6a, 6d	6,8,9,11,15,17,19-23	
Using Edward's "Sinners in the Hands of an Angry God" as a model, write a sermon persuading your peers to change their evil ways and seek grace. Be sure to use concrete images that will be meaningful to your contemporary audience.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1-4 6a, 9	3,6,9,10,15,19-25	
Write an essay in which you describe how each one of the three main adult characters in Hawthorne's The Scarlet Letter, changes as a result of the adultery.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,6d	6,8,9,11,15,17,19-23	
Create a venn diagram comparing and contrasting the characteristics of Puritanism with those of Classicism.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,3,6a	3,6,8,9,10,11,13,19,21,23	
Write one aphorism or proverb for today's world. Type and mount the proverb to colored paper. Staple proverb to bulletin board. Explain to the class why you think this is a good	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2,4,6e,9	2,3,6,7,19,20,21,22,23,27	

guide to life.					
Write an essay in which you examine Puritan influences in Franklin's "Autobiography"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,6a,6d	6,8,9,11,15,17,19-23	
Make a poster which identifies the traditional elements of a folk tale evident in Irving's "Devil and Tom Walker" or "Rip van Winkle".	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,3,6a,6e	6,8,9,11,12,15,19-25	
Write an essay comparing "Psalm of Life" and "The Tide Rises, The Tide Falls" by Longfellow.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,6a	6,8,9,11,15,17,19-23	
Choose a poem from the unit to memorize and recite to the class.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,3,6a	3,7,8,15,18	
Write an essay comparing the meaning of Dickinson's "Much Madness is Divinest Sense" with Emerson's theme in "Self-Reliance"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,6a	6,8,9,11,15,17,19-23	
Using one of Crane's poems as a model, write a poem that has a naturalistic theme.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,6a, 9	3,4,5,6,	
Write the first few paragraphs of a story set in Chelmsford. Think like a regionalist and give your readers a feel for what life is like here. Be sure to include Chelmsford vernacular and social customs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,3,6a,9	3,4,5,6,19-23	
Read William Carlos Williams' poem. "Red Wheel Barrow". Using your notes from the semester, write	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,3,6a	3,5,6,19,20,21,22,23	

Learning Standards from the Massachusetts Curriculum Framework:

Language Strand		
<input checked="" type="checkbox"/>	Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
<input checked="" type="checkbox"/>	Standard 2: Questioning, Listening, and Contributing	Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
<input checked="" type="checkbox"/>	Standard 3: Oral Presentation	Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
<input checked="" type="checkbox"/>	Standard 4: Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing.
<input type="checkbox"/>	Standard 5: Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
<input checked="" type="checkbox"/>	Standard 6: Formal and Informal English	Students will describe, analyze, and use appropriately formal and informal English.
Reading and Literature Strand		
<input type="checkbox"/>	Standard 7: Beginning Reading	Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.
<input checked="" type="checkbox"/>	Standard 8: Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
<input checked="" type="checkbox"/>	Standard 9: Making Connections	Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
<input checked="" type="checkbox"/>	Standard 10: Genre	Students will identify, analyze, and apply knowledge of the characteristics of different genres.
<input checked="" type="checkbox"/>	Standard 11: Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 12: Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 13: Nonfiction	Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 14: Poetry	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 15: Style and Language	Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.
<input type="checkbox"/>	Standard 16: Myth, Traditional Narrative, and Classical Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

Reading and Literature Strand(cont'd)		
<input checked="" type="checkbox"/>	Standard 17: Dramatic Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 18: Dramatic Reading and Performance	Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
Composition Strand		
<input checked="" type="checkbox"/>	Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.
<input checked="" type="checkbox"/>	Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.
<input checked="" type="checkbox"/>	Standard 21: Revising	Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
<input checked="" type="checkbox"/>	Standard 22: Standard English Conventions	Students will use knowledge of standard English conventions in their writing, revising, and editing.
<input checked="" type="checkbox"/>	Standard 23: Organizing Ideas in Writing	Students will organize ideas in writing in a way that makes sense for their purpose.
<input type="checkbox"/>	Standard 24: Research	Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.
<input checked="" type="checkbox"/>	Standard 25: Evaluating Writing and Presentations	Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.
Media Strand		
<input checked="" type="checkbox"/>	Standard 26: Analysis of Media	Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.
<input checked="" type="checkbox"/>	Standard 27: Media Production	Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.