

Unit:	Early American Literature			
Essential Question:	What ideas do early American authors value?			
Timeline:	Weeks 1-3			
Common Core Standards	Learning Objectives	Suggested Works	Performance Tasks Options	Terminology
RI.11.3	-understand narrative and the variety of applications in which it can be used.	-Introduction to the Literary Period: Encounters and Foundations to 1800	Jigsaw- read and share essay with new groups.	-Text box of Rationalist and puritan characteristics
L.11.4, 5		-Coyote Finishes his Work	After covering archetypes and reading the selection, create two column sheet with common archetypes in one column and examples from selection and other literature in second column ®	Archetype Narrative
RL.11.4 RI.11.4		-Here Follow Some Verses...	Paraphrase poem idea by idea ®	Plain Style Rhyming Couplet Theme
L.11.4		- Sinners in the Hands of an Angry God	Dialectical journal with 5 student chosen quotes and responses to Jonathan Edwards. Figurative language Scavenger Hunt ®	Figures of Speech: Metaphor Simile Personification Imagery
RI.11.1		-The Interesting Narrative of the Life of Olaudah Equiano	Thinking Notes	- - - -
		-from The Autobiography (Benjamin Franklin)	CRAM ® Work as a class to put virtues into modern language. Have students create bar graph of how much they do	Inference Autobiography - -

L.11.5 RI.11.5		-Speech to the Virginia Convention	or do not value each virtue Franklin lists. Identify the classification of arguments made as ethos, pathos, or logos on a three column t chart ® Each entry should consist of a quote and an explanation with page citation.	Ethos Logos Pathos Allusion
Unit:	The Crucible			
Essential Question:	How does Arthur Miller deal with historical events in a modern context?			
Timeline:	4 weeks: Weeks 1-3- read, week 4- write.			
Common Core Standards	Learning Objectives	Suggested Works	Performance Tasks Options	Terminology
SL.11.1 RL.11.5 RL.11.3 W.11.2 (a-f) W.11.4,5,7,8,9,10 RL.11.1,9 L.11.1,2,6			Bounce Discussion ® 'Advanced' Open Mind for Hale, Paris, Abigail, John, Elizabeth ® Character Web Fiction vs. Real Life Chart Theme/topic dialectical journal Thinking Notes Crucible Essay Resource Packet ®	Theme Antagonist Protagonist Allegory Static and Dynamic Character Irony (esp. dramatic) Internal External Conflict Prose?
Unit:	Romanticism			
Essential	What ideas did the Romantics value?			

Question:				
Timeline: 4 weeks				
Common Core Standards	Learning Objectives	Suggested Works	Performance Task Options	Terminology
RI.11.3		- Introduction to the Literary Period: American Romanticism	Read article, then have students paraphrase the characteristics in the text boxes. In either notes, or a flip book.	-text boxes: Romanticism and Romantic Hero
RL.11.6		-The Devil and Tom Walker		Allusion Archetype Mood Setting Diction Verbal Irony
RL.11.9		-“The Tide Rises the Tide Falls” and “The Cross of Snow”	Sound Effects Scavenger Hunt Explicate Poem (rhyme scheme, lit techniques, paraphrase, etc)	Stanza Line Sonnet Sound Effects: Rhyme (scheme) Alliteration Repetition Internal Rhyme Assonance Consonance
RL.11.10			Identify examples of Romanticism and Dark Romanticism	
RL.11.7		-“The Raven”	Compare poem to 2 other versions of “The Raven”	
RL.11.9 RL.11.5		-“Dr. Heidegger’s Experiment	Create chart with characters (found on page 227)	Setting Mood Symbol Allusion Character Traits
Common Core Standards	Learning Objectives	Suggested Works	Performance Tasks Options	Terminology
		From “Self		Tone

<p>RI.11.6 RI.11.7 RI.11.2</p>		<p>Reliance” One selection from “Walden” On Resistance to Civil Government</p>	<p>Thinking notes on all three pieces culminating in Socratic or fishbowl style class discussion. If time permits: have students bring in examples of Transcendental ideas in modern entertainment.</p>	<p>Ethos Pathos Logos</p>
<p>Unit:</p>	<p>Whitman and Dickinson</p>			
<p>Essential Question:</p>	<p>How do Walt Whitman and Emily Dickinson embody and differ from the Romantic ideals?</p>			
<p>Timeline:</p>	<p>1 week</p>			
<p>Common Core</p>	<p>Learning Objectives</p>	<p>Suggested</p>	<p>Performance Tasks Options</p>	<p>Terminology</p>

Standards		Works		
RL.11.3 RL.11.1 RL.11.4		-I hear America Singing -Minimum one part of “Song of Myself” -Teacher selection of Emily Dickinson poems	2 Venn Diagrams on Whitman and Dickinson—one on biography, one on poetry style and content Write “I Hear El Rancho Singing” imitation poem CRAM	Catalogue Free Verse Parallelism Slant Rhyme Metaphor Imagery Tone Theme If applicable to selections : Pun Paradox Irony
Unit:	Argumentative Essay			
Essential Question:	How do the works from this semester apply to your own life?			
Timeline:	2 weeks			
Common Core	Learning Objectives	Suggested	Performance Tasks	Terminology

Standards			Works	Grammar	
W.11.1(a-f) W.11.2a-f W.11.4,5,6,7,8,9 RL.11.1,9 L.11.1,2,6			All covered		
Unit:	Realism				
Essential Question:	What ideas did the realists value?				
Timeline:					
Common Core Standards	Learning Objectives	Suggested Works	Performance Tasks Grammar	Terminology	

<p>RI.11.3</p>		<p>- Introduction to the Literary Period: The Rise of Realism</p>	<p>Have students create a quiz with answer key for the selection. Exchange quizzes.</p>	<p>Text box: Elements of Realism</p>
<p>RL.11.2</p>		<p>(Read at least 15 chapters from Huckleberry Finn, focusing choices on chosen themes/topics)</p>	<p>Illustration ordering activity. Huck Finn day Class debate</p>	<p>Vernacular/dialect Satire through Comic Devices: Hyperbole Understatement Comic situation Comic character Regionalism</p>
<p>RI.11.6</p>		<p>-The Narrative of the Life of Frederick Douglass</p>	<p>Thinking Notes</p>	<p>First person narrator Narrative Autobiographical</p>
<p>RL.11.7</p>		<p>-An Occurrence at Owl Creek Bridge</p>	<p>CRAM, Watch film version, and video game play through, completing comparison chart ® Split timeline, top as it is told, bottom chronological order.</p>	<p>Point of view (omniscient, third person limited) Flashback Plot/chronology</p>
<p>RI.11.9 SL.11.3</p>		<p>-Lincoln's Second Inaugural Address</p>	<p>Thinking Notes</p>	
<p>RL.11.1</p>		<p>-Kate Chopin</p>		<p>Foreshadowing Irony</p>

RL.11.6		selection (Silk Stockings, Story of an Hour, Desiree's Baby)	CRAM leading to: Timed writing: "how does the story demonstrate irony?"	
RL.11.4		-Richard Cory -Miniver Cheevy	Compare a music version to the poem.	-Connotation -Irony -Repetition