|  |
| --- |
| **ENGLISH 11****Early America through Civil War** |
| **Unit 3 – Civil War****(approximately 5 weeks)** |
| **Topic 1 – Slave Perspectives** | **Essential Question: What divides a nation?** |
| **Reading** | **Author** | **Essential Question** | **Focus** |
| Narrative of the Life of Frederick Douglass | Frederick Douglass | Can you set yourself free? | style; author’s purpose; rhetorical device; conflict |
| Incidents in the Life of a Slave Girl | Harriet Jacobs | What is the price of freedom? | narrative; compare texts; style |
| Free Labor | Frances Ellen Watkins Harper |
| Go Down, Moses | Traditional Spiritual |
| **Reading Literature Standards Met:** RL.11-12.1, 2 |
| **Reading Information Standards Met:** RI.11-12.4, 5, 6 |
| **Writing Standards Met:** W.11-12.1, 4 |
| **Speaking & Listening Standards Met:** SL.11-12.1, 2, 3 |
| ***Topic 1 Essay: Explain the internal and external conflicts faced by Douglass and Jacobs.*** |
| **Topic 2 – War from the 1st Person** | **Essential Question: Is anything worth dying for?** |
| **Reading** | **Author** | **Essential Question** | **Focus** |
| Gettysburg Address | Abraham Lincoln | What makes a great legacy? | audience; form; author’s beliefs; historical context |
| Emancipation Proclamation |
| Quotes (handout) |
| Abraham Lincoln and the Self-Made Myth (handout) | Richard Hofstadter | How accurate is reputation? |
| Voices from the Civil War | Various | How do we decide what to share with others? | primary source; form; audience; author’s purpose |
| Surrender at Appomattox (handout) | Lee and Grant | How can pride affect our decision-making? | perspectives; primary source; mood; tone |
| **Reading Literature Standards Met:**  |
| **Reading Information Standards Met:** RI.11-12.1, 3, 6, 8, 9 |
| **Writing Standards Met:** W.11-12.1, 4, 5, 9 |
| **Speaking & Listening Standards Met:** SL.11-12.1, 2, 3 |
| ***Topic 2 Essay: Explain why the idea that the Emancipation Proclamation freed all slaves is misleading.*** |
| ***Topic 2 Essay: Explain Sojourner Truth’s uses of metaphor, simile, and imagery in her speech.*** |
| **Topic 3 – Civil War Fiction** | **Essential Question: Why is it important to face reality?** |
| **Reading** | **Author** | **Essential Question** | **Focus** |
| Red Badge of Courage (excerpt) | Stephen Crane | How do we adapt to our environment? | motivation; mood |
| An Occurrence at Owl Creek Bridge | Ambrose Bierce | Can we escape the inevitable? | point-of-view; structure; theme; author’s style |
| A Glimpse of Heaven (handout) | Jack Trammell | Why do people believe in an afterlife? | theme; imagery; characterization |
| **Reading Literature Standards Met:** RL.11-12.1, 3, 4, 5, 6 |
| **Reading Information Standards Met:**  |
| **Writing Standards Met:** W.11-12.1, 2, 9 |
| **Speaking & Listening Standards Met:** SL.11-12.1, 2, 3 |
| ***Topic 3 Essay: Explain how the soldiers/main characters exemplify courage in the three stories.*** |
| **Additional Unit Information** |
| ***Narrative Writing:******Describe a time in which you have been involved in a disagreement that forced you to either compromise or brought you closer to the “enemy.”***  | ***Research Project:******“Writing to Synthesize” (p. 595 – expand to include all lit from unit)***  | ***Optional Novel:******The Red Badge of Courage (Stephen Crane)*** |