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| **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)*** | |