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| **ENGLISH 11**  **Early America through Civil War** | | | | | |
| **Unit 2 – American Romanticism**  **(approximately 6 weeks)** | | | | | |
| **Topic 1 – Early Romantics** | | | **Essential Question: What does “noble savage” mean?** | | |
| **Reading** | **Author** | | **Essential Question** | | **Focus** |
| Thanatopsis | William Cullen Bryant | | What can death teach us about life? | | blank verse; structure; theme |
| Ashes to Ashes (handout) | Book of Common Prayer | |
| The Devil and Tom Walker | Washington Irving | | Are you willing to pay any price? | | imagery; satire; drawing conclusions |
| Robert Johnson Bio (handout) | Rolling Stone Encyclopedia of Rock and Roll | |
| Deerslayer (excerpt, handout) | James Fenimore Cooper | | Describe a time you’ve felt connected to nature. | | character; imagery; summarize |
| **Reading Literature Standards Met:** RL.11-12.1, 4, 5, 6, 10 | | | | | |
| **Reading Information Standards Met:** RI.11-12.1, 5 | | | | | |
| **Writing Standards Met:** W.11-12.2, 4 | | | | | |
| **Speaking & Listening Standards Met:** SL.11-12.1, 2, 3 | | | | | |
| ***Topic 1 Essay: Explain elements of Romanticism in the works of Bryant, Irving, and Cooper.*** | | | | | |
| **Topic 2 – Fireside Poets** | | | **Essential Question: From where do we learn morals?** | | |
| **Reading** | **Author** | | **Essential Question** | | **Focus** |
| The Chambered Nautilus | Oliver Wendell Holmes | | When is it time to move on? | | inference; symbolism; figurative language; paraphrase; draw conclusions |
| The First Snowfall | James Russell Lowell | |
| Psalm of Life | Henry Wadsworth Longfellow | | What gives life purpose? | | tone; rhyme scheme; metaphor; repetition; compare/contrast |
| The Tide Rises, The Tide Falls |
| **Reading Literature Standards Met:** RL.11-12.1, 2, 4, 6 | | | | | |
| **Reading Information Standards Met:** | | | | | |
| **Writing Standards Met:** W.11-12.1, 2, 4 | | | | | |
| **Speaking & Listening Standards Met:** SL.11-12.1, 2, 3 | | | | | |
| ***Topic 2 Essay: Explain how the Fireside Poets made social issues personal for their readers.*** | | | | | |
| **Topic 3 - Transcendentalists** | | | **Essential Question: When is protest justified or necessary?** | | |
| **Reading** | **Author** | | **Essential Question** | | **Focus** |
| Self-Reliance | Ralph Waldo Emerson | | What is your motto? | | Transcendentalism; aphorisms; essay |
| Nature |
| Walden | Henry David Thoreau | | Do you chart your own course? | | essay; tone; figurative language; anecdote; imagery; evaluate ideas; Transcendentalism; paraphrase |
| Civil Disobedience |
| On Civil Disobedience | Gandhi | |
| Women in the 19th Century | Margaret Fuller | | What does society expect of us? | | author’s perspective; paraphrasing; main idea; summarize; making inferences |
| Because I Could Not Stop for Death | Emily Dickinson | |
| Success is Counted Sweetest |
| Much Madness is Divinest Sense |
| I Hear America Singing | Walt Whitman | | What does America look like? | | free verse; imagery; tone; Transcendentalism |
| Song of Myself |
| A Noiseless Patient Spider (handout) |
| I Heard the Learn’d Astronomer (handout) |
| I Saw in Louisiana a Live Oak Growing (handout) |
| **Reading Literature Standards Met:** RL.11-12.1, 2, 4, 5, 6 | | | | | |
| **Reading Information Standards Met:** | | | | | |
| **Writing Standards Met:** W.11-12.2, 4, 8 | | | | | |
| **Speaking & Listening Standards Met:** SL.11-12.1, 2, 3, 4 | | | | | |
| ***Topic 3 Essay: Explain the idea/theme of nonconformity in the Transcendentalists’ works.*** | | | | | |
| **Topic 4: American Gothics** | | | **Essential Question: What is fear?** | | |
| **Reading** | **Author** | | **Essential Question** | | **Focus** |
| The Raven | Edgar Allan Poe | | What spooks you? | | sound device; making inferences; Gothic elements; multimedia analysis |
| The Tell-Tale Heart | IMDB Video (2008) | |
| Masque of the Red Death | Edgar Allan Poe | | Is safety an illusion? | | inference; descriptive details; allegory |
| The Minister’s Black Veil | Nathaniel Hawthorne | | How does someone become a stranger? | | symbolism; motivation; irony; critical interpretation |
| Sorry, Right Number | Stephen King (handout or grade 9 text) | | What is more frightening – the strange? Or the familiar? | | foreshadowing; dialogue; screenplay; author’s style |
| Here, There be Tygers | Stephen King (handout) | | Is it good to get what you wish for? | | characterization; dialogue; making inferences; mystery; Gothic elements |
| The Word Processor of the Gods | YouTube video, 20:46 | |
| **Reading Literature Standards Met:** RL.11-12.1, 2, 5, 6 | | | | | |
| **Reading Information Standards Met:** | | | | | |
| **Writing Standards Met:** W.11-12.1, 2, 4, 7 | | | | | |
| **Speaking & Listening Standards Met:** SL.11-12.1, 2, 3 | | | | | |
| ***Topic 4 Essay: Explain how American Gothic literature is the “seed” of what we see as “Gothic” today.*** | | | | | |
| **Additional Unit Information** | | | | | |
| ***Narrative Writing:***  ***This unit is called “Celebrating the Individual.” In what ways do you celebrate your individuality?*** | | ***Research Project:***  ***Analysis of Transcendentalists – How do they “destroy the teacher”? (Whitman quote)*** | | ***Optional Novel:***  ***The Scarlet Letter (Nathaniel Hawthorne)*** | |