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| **ENGLISH 12**  **Antebellum through Modern Day** | | | | | |
| **Unit 1 – Capturing the American Landscape**  **(approximately 6 weeks; allow for benchmark testing)** | | | | | |
| **Topic 1 – Regionalism** | | | **Essential Question: What makes a place unique?** | | |
| **Reading** | **Author** | | **Essential Question** | | **Focus** |
| The Autobiography of Mark Twain | Mark Twain | | Have you ever put on an act? | | characters; drawing conclusions; irony |
| Life on the Mississippi | Is ignorance bliss? | | humor; voice; making comparisons |
| The Notorious Jumping Frog of Calaveras County | Can you spot a tall tale? | | character; dialect; hyperbole; critical interpretation |
| Advice to Youth (handout) | How do you react to unsolicited advice? | | making judgments; irony; author’s purpose |
| Excerpts from Adam’s Diary (handout) | What do men and women see differently? | | drawing conclusions; humor; perspective |
| Epigrams | How do we gain wisdom? | | author’s purpose; humor; irony |
| **Reading Literature Standards Met:** RL.11-12.1, 3, 4, 6 | | | | | |
| **Reading Information Standards Met:** RI.11-12.1, 4, 6 | | | | | |
| **Writing Standards Met:** W.11-12.2, 7, 8 | | | | | |
| **Speaking & Listening Standards Met:** SL.11-12.1, 2, 3 | | | | | |
| ***Topic 1 Essay: Critics say Twain preferred an audience that preferred subtle humor. Prove/disprove.*** | | | | | |
| **Topic 2 – Naturalism** | | | **Essential Question: Does the universe care?** | | |
| **Reading** | **Author** | | **Essential Question** | | **Focus** |
| The Outcasts of Poker Flat | Bret Harte | | What does it mean to be an outcast? | | regionalism; character; theme; author’s perspective |
| The Laws of Life | Jack London | | How do people face death? | | theme; cultural context; point-of-view; naturalism |
| Open Boat | Stephen Crane | | Does nature play fair? | | descriptive language; naturalism; conflict; tone |
| The Wreck of the Commodore | various | | What do you expect from news? | | tone; audience; word choice |
| **Reading Literature Standards Met:** RL.11-12.1, 2, 3, 5 | | | | | |
| **Reading Information Standards Met:** RI.11-12.1, 3 | | | | | |
| **Writing Standards Met:** W.11-12.1, 4, 5, 6 | | | | | |
| **Speaking & Listening Standards Met:** SL.11-12.1, 2, 3 | | | | | |
| ***Topic 2 Essay: Does the world owe you? (Crane poem analysis - handout)*** | | | | | |
| ***Topic 2 Essay: p. 673 Debate prompt, “We need society to live.” (Apply to readings.)*** | | | | | |
| **Topic 3 – From her side of things…** | | | **Essential Question: How are women’s roles changing?** | | |
| **Reading** | **Author** | | **Essential Question** | | **Focus** |
| Maggie: A Girl of the Streets | Stephen Crane | | How do opportunities differ by gender? | | perspective; gender expectations; dialogue; character; setting; theme |
| Declaration of Sentiments (handout) | Elizabeth Cady Stanton | | Define “equality.” | | speech; primary source; tone; structure; compare texts |
| The Yellow Wallpaper | Charlotte Perkins Gilman | | What if no one took you seriously? | | first person; social context; symbolism |
| “Why I Wrote ‘The Yellow Wallpaper’.” | Charlotte Perkins Gilman | |
| The Story of an Hour | Kate Chopin | | Do all cages have bars? | | conflict; imagery; irony; social context |
| **Reading Literature Standards Met:** RL.11-12.1, 2, 3, 4, 5, 6, 9 | | | | | |
| **Reading Information Standards Met:** RI.11-12.1, 2, 4, 5, 6 | | | | | |
| **Writing Standards Met:** W.11-12.1, 4, 5, 6 | | | | | |
| **Speaking & Listening Standards Met:** SL.11-12.1, 2, 3 | | | | | |
| ***Topic 3 Essay: Gender expectations were damaging to women – have they changed, and are they still damaging? (Refer to literature.)*** | | | | | |
| **Additional Unit Information** | | | | | |
| ***Narrative Writing:***  ***How am I a piece of the American landscape?*** | | ***Research Project:***  ***p. 647, #8 (expand to include all Twain texts)*** | | ***Optional Novel:***  ***The Awakening (Chopin)*** | |