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| **ENGLISH 12****Antebellum through Modern Day** |
| **Unit 2 – A Changing Awareness** **(approximately 5 weeks)** |
| **Topic 1 – Harlem Renaissance** | **Essential Question: How do people honor their heritage?** |
| **Reading** | **Author** | **Essential Question** | **Focus** |
| Harlem | Langston Hughes | What shapes your identity? | speaker; rhythm and repetition; sensory detail |
| The Negro Speaks of Rivers |
| I, Too |
| If We Must Die | Claude McKay | Is rebellion admirable? | audience |
| Any Human to Another | Countee Cullen | How do you view the world? | theme; figurative language; tone |
| A Black Man Talks of Reaping | Arna Bontemps |
| How it Feels to be Colored Me | Zora Neale Hurston | What makes you you? | main idea; tone; author’s perspectives; critical interpretation |
| Thoughts on the African-American Novel | Toni Morrison | Can culture be captured in words? | literary criticism; author’s purpose; author’s position |
| **Reading Literature Standards Met:** RL.11-12.1, 3, 4, 6 |
| **Reading Information Standards Met:** RI.11-12.1, 5, 6 |
| **Writing Standards Met:** W.11-12.1, 2, 3, 4, 5 |
| **Speaking & Listening Standards Met:** SL.11-12.1, 2, 3 |
| ***Topic 1 Essay: What is the overarching theme of Harlem Renaissance writing? (refer to p. 875 for organization)*** |
| **Topic 2 – The Dust Bowl** | **Essential Question: Can ideals survive catastrophe?** |
| **Reading** | **Author** | **Essential Question** | **Focus** |
| Battle Hymn of the Republic | Julia Ward Howe (handout) | How do people maintain hope? | author’s purpose; theme; tone; allusion |
| Grapes of Wrath (excerpt) | John Steinbeck |
| Grapes of Wrath Photo Essay | Horace Bristol | mood; multimedia; composition; inference |
| Ten Things You May Not Know About the Dust Bowl | Christopher Klein (handout) | How do we determine who to help in society? | cross-curricular (science, history) |
| Letters from the Dust Bowl  | Caroline Henderson (handout) | How important is our land? | first-person account; primary source (letter); social context |
| Surviving the Dust Bowl | nDepth (handout) | How do our emotions become scarred? | primary source (interview); theme  |
| Dust Bowl Ballads | Woody Guthrie | Why speak for the underdog? | multimedia; summarize; theme |
| **Reading Literature Standards Met:** RL.11-12.1, 3, 4, 6, 7 |
| **Reading Information Standards Met:** RI.11-12.1, 2, 5, 6, 7 |
| **Writing Standards Met:** W.11-12.1, 2, 3, 4, 5, 8 |
| **Speaking & Listening Standards Met:** SL.11-12.1, 2, 3 |
| ***Topic 2 Essay: How is the Dust Bowl experience most powerfully conveyed in the unit? (refer to p. 987 for details)*** |
| **Topic 3 – Meanwhile, Down South…** | **Essential Question: What drives human behavior?** |
| **Reading** | **Author** | **Essential Question** | **Focus** |
| The Jilting of Granny Weatherall | Katherine Anne Porter | What makes a memory linger? | stream-of-consciousness; symbolism; theme; structure |
| A Worn Path | Eudora Welty | What keeps us going? | figurative language; symbolism; theme; critical interpretation |
| One Writer’s Beginnings |
| A Rose for Emily | William Faulkner | What makes your skin crawl? | characterization; mood; point-of-view |
| The Life You Save May be Your Own | Flannery O’Connor | Could you spot a con-artist? | characterization; irony; making judgments |
| The Moviegoer (excerpt, handout) | Walker Percy | How do you handle a personal crisis? | imagery; setting; first-person narrator; social context |
| Children on Their Birthdays (excerpt, handout) | Truman Capote | What do first impressions tell? | character; dialogue; author’s purpose |
| **Reading Literature Standards Met:** RL.11-12. |
| **Reading Information Standards Met:** RI.11-12.1, 6 |
| **Writing Standards Met:** W.11-12.1, 2, 3, 4, 7, 9 |
| **Speaking & Listening Standards Met:** SL.11-12.1, 2, 3 |
| ***Topic 3 Essay: Describe the picture painted of “The South” in the unit selections. (synthesis)*** |
| **Topic 4: In the Words of Poets** | **Essential Question: Can “life” be put into words?** |
| **Reading** | **Author** | **Essential Question** | **Focus** |
| Richard Cory | Edwin Arlington Robinson | What makes for a full life? | characters/ characterization; author’s style; speaker’s attitude |
| Miniver Cheevy |
| Lucinda Matlock | Edgar Lee Masters |
| Out, Out | Robert Frost | What does it mean to be alone? | theme; allusion; style |
| The Death of the Hired Man | How do you know when you’re home? | narrative poetry; free verse; author’s style; characterization; drawing conclusions |
| anyone lived in a pretty how town | ee cummings |
| The Weasel (handout) | Jacob Polley | Define “failure.” | summarize; paraphrase; theme across texts |
| For Stuart… (handout) | Leontia Flynn |
| But I Didn’t (handout) | Gary Langford |
| The Love Song of J. Alfred Prufrock | T.S. Eliot | What is alienation?  | stream-of-consciousness; summarize; poetic device; drawing conclusions; imagery |
| Poetry | Marianne Moore | Do we always have to follow the rules? | paraphrase; interpret ideas; making judgments |
| **Reading Literature Standards Met:** RL.11-12.1, 2, 3, 4, 5, 6 |
| **Reading Information Standards Met:**  |
| **Writing Standards Met:** W.11-12.1, 2, 3, 4 |
| **Speaking & Listening Standards Met:** SL.11-12.1, 2, 3 |
| ***Topic 4 Essay: Explain how these poets used sensory details and images to convey emotions.*** |
| **Additional Unit Information** |
| ***Narrative Writing:*** ***Write a personal piece in the stream-of-consciousness style.*** | ***Research Project:*** ***Choose three authors from the unit and research/analyze their purpose for writing.*** | ***Optional Novel:*** ***Their Eyes Were Watching God (Hurston)******or******As I Lay Dying (Faulkner)*** |