

# Abbott Lawrence Academy 2018-2019 Curriculum Map:

## Year at a Glance

**Subject: Pre-AP English**

**Grade: 10**

Unit Title	Time Allocation (# Of weeks based on 38 weeks in school year)	Essential Questions (for unit)	Core Text/Supplemental Learnings (include major references)	Performance Tasks (How will you know that students have mastered the taught concepts)
<p style="text-align: center;"><b>Abbott Lawrence Academy 2016-2017 Curriculum Map:</b> <b>Subject: Pre-AP English II</b> <b>Grade: 10</b> <b>Unit 1: Julius Caesar</b> <b>7 Weeks</b></p> <p>1. Introduction to American Literature/Death of a Salesman</p>	3 weeks	<ul style="list-style-type: none"> <li>*Who is the American Hero?</li> <li>*How does the author use the concept of individualism to help the author to express his/her statement on human nature?</li> <li>*How does the author's view of the writer's view of the world help a reader understand the writer's philosophy about life?</li> <li>*How does the author use the concept of individualism to help the author to express his/her statement on human nature?</li> <li>*Does the American Dream contradict American reality?</li> <li>*Does money and material goods define success?</li> <li>*Does society impact an individual's ability to succeed?</li> <li>*Is Willy a victim of society's consumerism or is he ultimately in control of his own destiny?</li> <li>*How is the American Dream characteristic of American ideals and philosophy? What are the differences between the materialistic and the idealistic values associated with the American Dream?</li> </ul>	<p>"Death of a Salesman" - Arthur Miller                      Selected Readings: American Literature Handouts</p>	<p>Reading Quizzes                      Reading Notes/Binder Check                      Socratic Seminar                      AP Literature Theme Analysis</p>
2. Othello/Intro to Rhetoric	8 weeks	<ul style="list-style-type: none"> <li>*How does reputation influence our perceptions of others? Of ourselves?</li> <li>*What power does jealousy hold over emotions, actions, and perceptions?</li> <li>*What is the relationship between jealousy and reputation?</li> <li>*In what ways can language influence our perceptions and/or reputations?</li> <li>*How are our insecurities amplified when we are part of a minority in some way? How does that affect our outlook and response to situations?</li> <li>*How do the rhetorical choices that we make in our argument create effect or impact?</li> <li>How does a speaker's tone affect the main arguments and purposes in a text?</li> </ul>	<p><i>Othello</i> - William Shakespeare                      "Tragedy and the Common Man" - Arthur Miller                      "I Want a Wife" - Judy Brady                      "The Men We Carry in Our Minds" - Scott Russell Sanders  <i>How to Read Literature Like a Professor</i> - Thomas Foster                      "An Ode to Envy" - Parul Sehgal (TED Talk)                      "Men Who Hate Women" - Barbie Nadeau                      "We are all Othello" - John Moore                      "Why Veterans Miss War" - Sebastian Junger                      Selected Readings: Former Soldiers on the Bonds of Military Brotherhood                      "Xenophobia: Understanding the Roots and Consequences of Negative Attitudes toward Immigrants" - Oksana Yakushko                      Varying film clips:                      Othello - 1995 - dir. Oliver Parker</p>	<p>Reading Quizzes                      Reading Notes/Binder Check                      Rhetorical Analysis Responses: I.iii.84-196, II.iii.278-355, III.iii.100-318, IV.ii.202-277                      Socratic Seminar                      AP Literature Theme Analysis</p>

3. Beloved	8 weeks	<ul style="list-style-type: none"> <li>*In the face of unspeakable horror or abuse, how is a character able (if at all) to find solace or comfort?</li> <li>*What is the role of a mother?</li> <li>*How does label of "other" affect the individual? Society?</li> <li>*How do past experiences affect the individual?</li> <li>What defines "family"?</li> <li>Is there any purpose to retelling the past/history?</li> <li>*How are symbols and imagery used to portray the struggles present in historical American society?</li> </ul>	<p>Othello - 1981 - dir. Jonathan Miller</p> <p><i>Beloved</i> - Toni Morrison</p> <p>"Ain't I a Woman" - Sojourner Truth</p> <p>Excerpts from <i>Narrative of the Life of Frederick Douglass</i> - Frederick Douglass</p> <p>"Nobel Prize Speech" - Toni Morrison</p> <p>"Black Matters" - Toni Morrison</p> <p>Psalm 124 - <i>The Bible</i></p> <p><i>How to Read Literature Like a Professor</i> - Thomas Foster</p>	<p>Reading Quizzes</p> <p>Reading Notes/Binder Check</p> <p>Socratic Seminar</p> <p>AP Literature Theme Analysis</p>
4. Poetry: Dickinson, Neruda, Plath, Frost, Collins, Roethke, MacLeish	6 weeks	<ul style="list-style-type: none"> <li>*How do sound and form impact a poem's meaning?</li> <li>*What strategies can readers use to increase comprehension and appreciation of poetry?</li> <li>*How do works of art capture the essence of a society?</li> <li>*What techniques best describe Dickinson's style?</li> <li>*How do the circumstances of Dickinson's life influence her work?</li> <li>*How does an Dickinson's style and word choice affect the purpose, meaning, and tone of her writing?</li> <li>How does Emily Dickinson perceive herself as a poet, especially as reflected in her correspondences with Thomas Wentworth Higginson and Susan Huntington Gilbert Dickinson?</li> <li>*In what ways does this perception manifest itself in her poetry?</li> <li>*How can writing and discussing our own poems enhance our experience of reading and studying poetry in general?</li> </ul>	<p>Poetry by Emily Dickinson:</p> <p>"I'm Nobody! Who are you?"</p> <p>"There's a certain Slant of light"</p> <p>"The Soul selects her own Society"</p> <p>"Because I could not stop for Death"</p> <p>"I heard a Fly buzz - when I died"</p> <p>"My Life had stood - a Loaded Gun"</p> <p>"The Nature of Proof in the Interpretation of Poetry" - Laurence Perrine</p> <p>"The Road Not Taken" - Robert Frost</p> <p>"My Papa's Waltz" - Theodore Roethke</p> <p>"Understanding Poetry" - Billy Collins</p> <p>"Ars Poetica" - Archibald Macleish</p> <p>"Poetry" - Pablo Neruda</p> <p>"Mirror" - Sylvia Plath</p> <p>Student Selected Poems from Author Database</p>	<p>Poetic Terminology and Scansion Quiz</p> <p>Poetry Annotation Quizzes</p> <p>Poetry Reading Notes/Binder Check</p> <p>Poetry Analysis Essay</p> <p>Poetry Chapbook</p> <p>Poem Memorization and Analysis Presentation</p>
5. The Grapes of Wrath	7 weeks	<ul style="list-style-type: none"> <li>*The story of the Joads is told chronologically; however, between these narrative chapters there are inter-chapters, which are usually short sketches of economic and social history that provide great insight into the story. Analyze the importance of these inter-chapters and comment on how they provide a lens for the chapters that follow.</li> <li>*In 1962 John Steinbeck won the Nobel Prize for Literature; he was honored for showing sympathy for "the oppressed, the misfits, the distressed." In addition, readers appreciated his portrayal of characters living on a purely animal level moved by forces they can hardly understand or control but striving towards wisdom and retaining a measure of dignity. How does <i>The Grapes of Wrath</i> exemplify these principles and ideas?</li> <li>*How does Steinbeck exemplify the following values throughout the story? --an appreciation for our common humanity --the need to work together to achieve a common goal --the need for compassion and injustice for the oppressed --the importance of avoiding stereotypes and labels --the need to share what we have with others, especially the poor --the importance of commitment to our beliefs --a respect for our religious heritage and that of others --the realization that change is part of the human condition --the</li> </ul>	<p><i>The Grapes of Wrath</i> - John Steinbeck</p> <p>"The Dust Bowl" Documentary - PBS</p> <p>"I am the People, the Mob" - Carl Sandburg</p> <p>Various Images of the Dust Bowl</p> <p>"Does the Free Market Corrode Moral Character" Essays - The Templeton Foundation</p>	<p>Reading Quizzes</p> <p>Reading Notes/Binder Check</p> <p>Socratic Seminar</p> <p>AP Language Synthesis Essay</p>

		importance of caring about the earth and our environment --an understanding of the role of technology in society		
6. Satire/Huck Finn	6 weeks	<p>*How is satire used in the 21st century?</p> <p>*How does your understanding of the multiple worlds of the novel help you understand the author's purpose?</p> <p>*How could satire inspire social reform?</p> <p>*What are the functions of satirical techniques?</p> <p>*How does this novel qualify as a satire?</p>	<p>Ch. 1-2 of <i>The Adventures of Huckleberry Finn</i></p> <p>“The Damned Human Race” - Mark Twain</p> <p>“A Modest Proposal” Jonathan Swift</p> <p><i>The Cat in the Hat</i> - Dr. Seuss</p> <p>Excerpts from <i>The Onion, The Satirist, The Borowitz Report, Reductress</i></p>	<p>Satirical Technique Quizzes</p> <p>Reading Notes/Binder Check</p> <p>Satire Journal/Rhetorical Precis</p> <p>Satire Creation Project &amp; Reflection Essay</p>

**Abbott Lawrence Academy 2018-2019 Curriculum Map:**  
**Subject: Pre-AP English II                      Grade: 10**  
**Unit 1 Introduction to American Lit - “Death of a Salesman” 3 Weeks**

<b>Essential Questions</b>	<p>*Who is the American Hero?</p> <p>*Does a protagonist have to experience a realization in order for an author to express his/her statement on human nature?</p> <p>*How does an understanding of the writer’s view of nature help a reader understand the writer’s philosophy about life?</p> <p>*Does pursuit of the American dream lead to happiness?</p> <p>*Does the American Dream contradict American reality?</p> <p>*Does money and material goods define success?</p> <p>*Does society impact an individual’s ability to succeed?</p> <p>*Is Willy a victim of society’s consumerism or is he ultimately in control of his own destiny?</p> <p>*How is the American Dream characteristic of American ideals and philosophy? What are the differences between the materialistic and the idealistic values associated with the American Dream?</p>
<b>Learning Objectives for Unit</b>	<ol style="list-style-type: none"> <li>1. Identify and analyze the development of complex themes throughout the text to determine how they interact to achieve Miller’s overall purpose.</li> <li>2. Examine how aspects of Romanticism, Realism, and Modernism function throughout the play by comparing characteristics of each genre to literary elements in the play.</li> <li>3. Analyze Willy Loman as a Tragic Hero, comparing his Tragic qualities in the modern day to those from classic literature.</li> <li>4. Juxtapose the roles of Foils to Willy and Biff Loman to articulate Miller’s purposes in those characterizations in both discussion and short, written responses.</li> <li>5. Analyze how an individual character’s choice (sacrifice or betrayal) impacts the meaning of the work as a whole.</li> </ol>
<b>Performance tasks: Formative and Summative</b>	<p>Reading Quizzes</p> <p>Reading Notes/Binder Check</p> <p>Socratic Seminar</p> <ul style="list-style-type: none"> <li>• How does your perspective of Willy change throughout the play?</li> <li>• What is Willy’s tragic flaw?</li> <li>• Is Willy the main character in this play or is Biff?</li> <li>• From the author’s description at the start of the play, what do we know about Linda? What can we guess? Does she know about the Woman in Boston? What makes you think she does or doesn’t?</li> <li>• Why does Miller let us know in the title that Willy’s death is coming? Why doesn’t he make it a surprise?</li> <li>• What would you say are the false values which the play reveals? What are the true values which the play upholds?</li> </ul>

		<p>AP Literature Theme Analysis</p> <ul style="list-style-type: none"> <li>• Works of literature often depict acts of betrayal. Friends and even family may betray a protagonist; main characters may likewise be guilty of treachery or may betray their own values. In <i>Death of a Salesman</i>, analyze the nature of the betrayal and show how it contributes to the meaning of the work as a whole in a well-written essay. Avoid mere plot summary.</li> <li>• It has often been said that what we value can be determined only by what we sacrifice. Consider how this statement applies to a character from <i>Death of a Salesman</i>. Select a character that has deliberately sacrificed, surrendered, or forfeited something in a way that highlights that character's values. Then write a well-organized essay in which you analyze how the particular sacrifice illuminates the character's values and provides a deeper understanding of the meaning of the work as a whole.</li> </ul>			
<p><b>CC Standards/ Lawrence Standards</b></p>	<p><b>Language Objectives</b></p> <p>The reading, speaking, writing, and listening skills will you teach, re-teach, or review so students will be able to explain and apply the content, skills, and/or procedures.</p>	<p><b>Academic Language</b></p> <p>The formal-language skills- vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge</p>	<p><b>Content Objectives</b></p> <p>What students will know and be able to do at the end of the unit</p>	<p><b>Texts and Supplemental Learnings</b></p>	<p><b>Cross-Content Connections</b></p>

<p>CCSS.ELA- LITERACY.</p> <p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>W.9-10.1A, Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1B, Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>W.9-10.1D, Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.1E Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>SL.9-10.1C, Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SL.9-10.1D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. Identify and analyze the development of complex themes throughout the text in written daily notes and in class discussion.</li> <li>2. Examine aspects of Romanticism, Realism, and Modernism throughout "Death of a Salesman" in paired class discussion.</li> <li>3. Analyze Willy Loman as a Tragic Hero throughout the play by articulating how his tragic flaw(s) impacts the work in a short Socratic Discussion.</li> <li>4. Juxtapose the roles of Foils to Willy and Biff Loman through the use of a graphic organizer and in a short written response.</li> <li>5. In a timed, in-class essay, analyze how an individual character's choice (sacrifice or betrayal) impacts the meaning of the work as a whole.</li> </ol>	<p>Tragic Hero Characterization Foil Character Setting Juxtaposition Romanticism Realism Modernism Hamartia Hubris Catharsis Comission Ignoramus Philander Requiem</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. Identify and analyze the development of complex themes throughout the text.</li> <li>2. Examine how aspects of Romanticism, Realism, and Modernism function throughout the play by comparing characteristics of each genre to literary elements in the play.</li> <li>3. Analyze Willy Loman as a Tragic Hero, comparing his Tragic qualities in the modern day to those from classic literature.</li> <li>4. Juxtapose the roles of Foils to Willy and Biff Loman to articulate Miller's purposes in those characterizations in both discussion and short written responses.</li> <li>5. Analyze how an individual character's choice (sacrifice or betrayal) impacts the meaning of the work as a whole.</li> </ol>	<p>"Death of a Salesman" - Arthur Miller Genres in American Literature Handouts</p>	<p>*Building off of Tragic Hero/Foil work in Advanced Honors English 9 *Connecting to Pingree work with The Crucible to compare Miller's different styles *Connecting the timelines of American Romanticism, Realism, and Modernism with major movements in APUSH. *Bridge to the birth of the American Dream in 1920s America in APUSH</p>
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## Abbott Lawrence Academy 2018-2019 Curriculum Map:

**Subject: Pre-AP English II**

**Grade: 10**

**Unit 2 Othello/Introduction to Rhetoric 6 Weeks**

<b>Essential Questions</b>	<p>*How does reputation influence our perceptions of others? Of ourselves?</p> <p>*What power does jealousy hold over emotions, actions, and perceptions?</p> <p>*What is the relationship between jealousy and reputation?</p> <p>*In what ways can language influence our perceptions and/or reputations?</p> <p>*How are our insecurities amplified when we are part of a minority in some way? How does that affect our outlook and response to situations?</p> <p>*How do the rhetorical choices that we make in our argument create effect or impact?</p> <p>How does a speaker's tone affect the main arguments and purposes in a text?</p>
<b>Learning Objectives for Unit</b>	<ol style="list-style-type: none"> <li>1. Interpret rhetorical strategies and processes by analyzing a variety of print, visual, and digital media.</li> <li>2. Evaluate how an author's tone towards the audience or subject matter influences the meaning within the overall argument or text.</li> <li>3. Compare and contrast human vices and experiences across history to the modern day.</li> <li>4. Examine Shakespeare's use of language and articulate the effects that language has on the message and the audience.</li> <li>5. Assess how Iago uses language, rhetoric, and persona to deceive others.</li> <li>6. Examine characterization developments and motivation across the varying conflicts in Othello.</li> <li>7. Analyze motifs and theme topics to develop thematic claims throughout Othello.</li> </ol>
<b>Performance tasks: Formative and Summative</b>	<p>Reading Quizzes</p> <p>Reading Notes/Binder Check</p> <p>Rhetorical Analysis Responses: I.iii.84-196, II.iii.278-355, III.iii.100-318, IV.ii.202-277</p> <p>Socratic Seminar</p> <ul style="list-style-type: none"> <li>● Should Othello be pitied?</li> <li>● Does Iago intend the fatal consequences from the beginning or is he making it up as he goes along? Does his plan succeed? Is he the "super villain" you imagined?</li> <li>● Who or what allowed Iago to be so treacherous? Explain your answer in full detail.</li> <li>● Is this a play about the fatal-flaw of jealousy or is it a more complex cultural critique? What are Shakespeare's motives?</li> <li>● Look at the textual references to Othello's race to better determine the impact of racial relations within the tragedy. What is Shakespeare saying about race?</li> </ul> <p>AP Literature Theme Analysis</p> <ul style="list-style-type: none"> <li>● Works of literature often depict acts of betrayal. Friends and even family may betray a protagonist; main characters may likewise be guilty of treachery or may betray their own values. Select a novel or play that includes such acts of betrayal. Then, in a well-written essay, analyze the nature of the betrayal and show how it contributes to the meaning of the work as a whole. Choose a work from the list below or another novel or play of comparable quality. Avoid mere plot summary.</li> <li>● In literary works, cruelty often functions as a crucial motivation or a major social or political factor. Select a novel, play, or epic poem in which acts of cruelty are important to the theme. Then write a well-developed essay analyzing how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim. You may select a work from the list below or another work of equal literary merit. Do not merely summarize the plot.</li> <li>● Many works of literature contain a character who intentionally deceives others. The character's dishonesty may be intended either to help or to hurt. Such a character, for example, may choose to mislead others for personal safety, to spare someone's feelings, or to carry out a crime. Choose a novel or play in which a character deceives others. Then, in a well-written essay, analyze the motives for that character's deception and discuss how the deception contributes to the meaning of the work as a whole. You may choose a work from the list below or another work of comparable literary merit. Do not merely summarize the plot.</li> </ul>

CC Standards/ Lawrence Standards	Language Objectives	Academic Language	Content Objectives	Texts and Supplemental Learnings	Cross-Content Connections
<p><u>RL.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><u>RL.9-10.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><u>RI.9-10.3</u> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><u>SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>SL.9-10.1.A</u> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><u>L.9-10.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>RI.11-12.6</u> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><u>W.9-10.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>W.9-10.2</u> Develop the topic with well-chosen, relevant, and sufficient facts, extended</p>	<p><b>SWBAT</b></p> <ol style="list-style-type: none"> <li>1. Correctly using descriptive vocabulary for rhetoric, interpret rhetorical strategies and processes by analyzing a variety of print, visual, and digital media.</li> <li>2. Correctly using precise and appropriate tone vocabulary words, evaluate how an author's tone towards the audience or subject matter influences the meaning within the overall argument or text.</li> <li>3. Compare and contrast human vices and experiences across history to the modern day through paired discussion</li> <li>4. While reading and rereading, examine Shakespeare's use of language and articulate the effects that language has on the message and the audience.</li> <li>5. Explain in writing and peer conversations how they are assessing Iago uses of language, rhetoric, and persona to deceive others.</li> <li>6. Examine characterization developments and motivation across the varying conflicts in Othello in writing throughout their reading notes.</li> <li>7. Present their analysis of motifs and articulate how they developed thematic claims throughout Othello, including but not limited to deception, betrayal, and cruelty, in a timed, written response</li> </ol>	<p>Pathos Ethos Logos Kairos Exigence Purpose Analyze Metaphor Intimation Repetition Exposition Rising Action Climax Falling Action Denouement Moor Abhor Epithet Bombast Lascivious Insolent Misogyny Misandry</p>	<p><b>SWBAT</b></p> <ol style="list-style-type: none"> <li>1. Interpret rhetorical strategies and processes by analyzing a variety of print, visual, and digital media, in their reading and in-class notes</li> <li>2. Evaluate how an author's tone towards the audience or subject matter influences the meaning within the overall argument or text regularly in reading notes and paired conversation.</li> <li>3. Compare and contrast human vices and experiences across history to the modern day in journal questions and paired discussion.</li> <li>4. Examine Shakespeare's use of language and articulate the effects that language has on the message and the audience by paraphrasing Shakespearean language and close-reading class activities.</li> <li>5. Assess how Iago uses language, rhetoric, and persona to deceive others in daily questions and discussion and socratic seminar.</li> <li>6. Examine characterization developments and motivation across the varying conflicts in Othello during a whole class socratic seminar.</li> <li>7. In daily homework and in a final AP Literature style essay prompts, analyze motifs and theme topics to develop thematic claims throughout Othello, including but not limited to deception, betrayal, and cruelty.</li> </ol>	<p><i>Othello</i> - William Shakespeare</p> <p>"Tragedy and the Common" Man - Arthur Miller "I Want a Wife" - Judy Brady "The Men We Carry in Our Minds" - Scott Russell Sanders <i>How to Read Literature Like a Professor</i> - Thomas Foster "An Ode to Envy" - Parul Sehgal (TED Talk) "Men Who Hate Women" - Barbie Nadeau "We are all Othello" - John Moore "Why Veterans Miss War" - Sebastian Junger Selected Readings: Former Soldiers on the Bonds of Military Brotherhood "Xenophobia: Understanding the Roots and Consequences of Negative Attitudes toward Immigrants" - Oksana Yakushko</p> <p>Varying film clips: <i>Othello</i> - 1995 - dir. Oliver Parker <i>Othello</i> - 1981 - dir. Jonathan Miller</p>	<p>Speech and Composition - Argumentative Fallacies and Rhetorical Technique</p> <p>Adv. Honors English I - Shakespearean language and patterns</p>

<p>definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>					
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**Abbott Lawrence Academy 2018-2019 Curriculum Map:**

**Subject: Pre-AP English II      Grade: 10**

**Unit 3 Beloved    7 Weeks**

<p><b>Essential Questions</b></p>	<p>*In the face of unspeakable horror or abuse, how is a character able (if at all) to find solace or comfort?          *What is the role of a mother?</p>
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	<p>*How does label of "other" affect the individual? Society?</p> <p>*How do past experiences affect the individual?</p> <p>*What defines "family"?</p> <p>* Is there any purpose to retelling the past/history?</p> <p>*How are symbols and imagery used to portray the struggles present in historical American society?</p>
<p><b>Learning Objectives for Unit</b></p>	<p>SWBAT</p> <ol style="list-style-type: none"> <li>1. Explain the use of figurative language and Distinguish how they expand the major themes of the work through small group and full class discussion.</li> <li>2. Describe and Defend the author's style and the techniques she uses to convey mood in reading notes and class discussion.</li> <li>3. Identify and Analyze the functions of the novel's structure, including the author's use of internal monologues and flashback through small group and full class discussion.</li> <li>4. Track and Evaluate the development of motifs and their contribution to theme and meaning of the work as a whole in a formal essay graded by the AP English Literature guidelines</li> <li>5. Explain and Analyze the significance of the novel within the context of both United States history and contemporary literature in class discussion/Socratic Seminar.</li> <li>6. Trace and Examine the development of complex and intertwining themes in the novel in reading notes and class discussion.</li> <li>7. Question and Defend the use of multiple points of view, including third-person omniscient narrator, and its relation to the novel's major themes in small group debate.</li> <li>8. Construct a short narrative that replicates and/or experiments with the point of view/perspective in <i>Beloved</i> in the Memory Journal</li> </ol>
<p><b>Performance tasks: Formative and Summative</b></p>	<p>Reading Quizzes</p> <ul style="list-style-type: none"> <li>● Part 1 (Ch. 1-18)</li> <li>● Part 2 (Ch. 19-25)</li> </ul> <p>Reading Notes/Binder Check</p> <p>Perspective Journal</p> <ul style="list-style-type: none"> <li>● Write a 1-2 pg journal (it can be handwritten or typed) that experiments with the use of point of view and perspective while exploring (re)memory in your own life. Brainstorm poignant memories from your life and pick one to recount in story form from the 3<sup>rd</sup> person omniscient point of view (like <i>Beloved</i>).</li> </ul> <p>Socratic Seminar</p> <ul style="list-style-type: none"> <li>● Morrison makes a point of including traditional, folkloric, non-literary African-American culture in <i>Beloved</i>, some of which is derived from ancient African roots. What is the effect of this inclusion?</li> <li>● Among other things, <i>Beloved</i> is a ghost story. What are the special problems for writer and reader in having a ghost featured as a main character?</li> <li>● Give some thought to the presence of (and commentary on) white people in the novel. Why does the author make the choices she does in her presentations of whites?</li> <li>● Reflect on the detailed attention that Morrison gives to experiences that will certainly claim your attention (and will probably shock and disturb you): Paul D. on the chain gang, locked in the box; Paul's experience of the bit; the milking of Sethe; School Teacher's recording of the slaves' animal characteristics; Sixo's death. What is the effect of those experiences, on those who live them and on us as readers?</li> <li>● When you finish the book, note your reaction to the last passage. How do you feel about the ending? Why do you suppose the book concludes (or doesn't conclude) in this way?</li> <li>● Who/what is <i>Beloved</i>? (Don't limit yourself in thinking that she is the same thing for each character in the book?) How is the title and epigraph of the book significant? How is <i>Beloved</i> a dynamic (changing/transformational) force for the characters in the book?</li> <li>● What does the novel tell us about history and memory? Consider, for example, Sethe's relationship with her past, Paul D's relationship with his (and their co-joining at the conclusion of the novel). How do these characters' eventual acknowledgment their respective pasts model for the reader a way of coping with the history of American slavery?</li> <li>● Morrison once said that all of her novels pose questions. What are the questions posed in <i>Beloved</i>?</li> </ul> <p>AP Literature Prompt - Theme Analysis</p> <ul style="list-style-type: none"> <li>● Select a <b>character (from <i>Beloved</i>) who demonstrates irrational behavior</b>. In a well-organized essay, analyze how this behavior can be considered reasonable and relate the behavior to the text as a whole.</li> <li>● Choose a <b>character (from <i>Beloved</i>) who is pulled in conflicting directions</b>. Identify the forces of conflict and explain how this illustrates the meaning of the novel as a whole. Do not merely summarize the plot.</li> <li>● The <b>setting of a literary text often has special significance for the development of characters, plot, and/or theme</b>. Write an essay in which you analyze the significance of the setting of <i>Beloved</i> and its effect on the novel as a whole. Avoid mere plot summary.</li> <li>● Choose a <b>specific death scene (from <i>Beloved</i>)</b>, and write an essay in which you <b>analyze the significance this scene has on the novel as a whole</b>. Do not just summarize the plot.</li> <li>● <b>No act of violence exists without a specific purpose or intention</b>. Choose one such scene (from <i>Beloved</i>), and write a well-organized essay in which you <b>identify the violence and analyze its significance to the text as a whole</b>. Avoid plot summary.</li> </ul>

• The quest for power is a strong human drive. **Choose a character (*from Beloved*) who either seeks to gain power over another or seeks to free himself or herself from the power of another.** Write an essay in which you illustrate how this power struggle is essential to the meaning of the text. Avoid mere plot summary.

• Select a **character (*from Beloved*) who is in opposition to his or her society.** Identify the conflict and its implications as well as addressing how it affects the text as a whole. Avoid plot summary.

• Select a **character (*from Beloved*) who serves as the instrument for the suffering of others** and analyze how this action contributes to the meaning of the text as a whole. Do not merely summarize the plot.

• Choose a **character (*from Beloved*) who has to deal with guilt.** Identify the situation and analyze how effectively the character deals with his or her struggle. Relate this situation to the meaning of the text as a whole, avoiding mere plot summary.

• Often in literature, **situations read a "point of no return" a point after which the life of a character can never be the same.** Choose a **character (*from Beloved*)** who reaches this point and write an essay explaining the situation and its effect on the character, the other characters and the theme.

• In literary works, cruelty often functions as a crucial motivation or a major social or political factor. Select a novel, play, or epic poem in which acts of cruelty are important to the theme. Then write a well-developed essay analyzing how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim. You may select a work from the list below or another work of equal literary merit. Do not merely summarize the plot.

<b>CC Standards/ Lawrence Standards</b>	<b>Language Objectives</b>	<b>Academic Language</b>	<b>Content Objectives</b>	<b>Texts and Supplemental Learnings</b>	<b>Cross-Content Connections</b>
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<p>CCSS.ELA-LITERACY.</p> <p><u>RL.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><u>RL.9-10.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><u>RL.9-10.5</u> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><u>RL.9-10.6</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><u>RL.9-10.9</u> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><u>RI.9-10.5</u> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><u>RI.9-10.6</u> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><u>SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SWBAT</p> <ol style="list-style-type: none"> <li>1. Locate specific examples of figurative language in the text and record in writing and present how they expand the major themes of the work.</li> <li>2. Describe and Defend the author's style and the techniques she uses to convey mood in a written response.</li> <li>3. Discuss analysis of the functions of the novel's structure, including the author's use of internal monologues and flashback through small group and full class discussion.</li> <li>4. Justify and Evaluate the development of motifs and their contribution to theme and meaning of the work as a whole in a formal written essay.</li> <li>5. Process and present an oral response to the significance of the novel within the context of both United States history and contemporary literature.</li> <li>6. Record the development of complex and intertwining themes in the novel in reading notes and explain them in class discussion.</li> <li>7. Listen to opposing viewpoint of the use of multiple points of view, including third-person omniscient narrator, and its relation to the novel's major themes and state and justify your own interpretation to others.</li> <li>8. Identify the characteristics of the point of view/perspective in <i>Beloved</i> and write a short narrative that replicates and/or experiments with those strategies</li> </ol>	<p>Magical Realism</p> <p>Conflict</p> <p>Extended Metaphor</p> <p>Flashback</p> <p>Narrative</p> <p>Dialect</p> <p>Synecdoche</p> <p>Apostrophe</p> <p>Repetition</p> <p>Climax</p> <p>Epigraph</p> <p>Anaphora</p> <p>Asyndeton</p> <p>Perfunctory</p> <p>Reveries</p> <p>Malevolent</p> <p>Bereft</p> <p>Indolent</p> <p>Deprivation</p> <p>Devious</p> <p>Exorcise</p> <p>Intolerable</p> <p>Luminous</p> <p>Palsied</p> <p>Perfunctory</p> <p>Pondering</p> <p>Rebuked</p> <p>Revulsion</p> <p>Spiteful</p> <p>Untethered</p> <p>Venom</p> <p>Anointed</p> <p>Desolated</p> <p>Inaccessible</p> <p>Insistent</p> <p>Melancholy</p> <p>Repulsion</p> <p>Scrutiny</p> <p>Cajoling</p> <p>Calamity</p> <p>Chastised</p> <p>Indiscriminately</p> <p>Rancor</p> <p>Tentative</p>	<p>SWBAT</p> <ol style="list-style-type: none"> <li>1. Explain the use of figurative language and Distinguish how they expand the major themes of the work through small group and full class discussion.</li> <li>2. Describe and Defend the author's style and the techniques she uses to convey mood in reading notes and class discussion.</li> <li>3. Identify and Analyze the functions of the novel's structure, including the author's use of internal monologues and flashback through small group and full class discussion.</li> <li>4. Track and Evaluate the development of motifs and their contribution to theme and meaning of the work as a whole in a formal essay graded by the AP English Literature guidelines</li> <li>5. Explain and Analyze the significance of the novel within the context of both United States history and contemporary literature in class discussion/Socratic Seminar.</li> <li>6. Trace and Examine the development of complex and intertwining themes in the novel in reading notes and class discussion.</li> <li>7. Question and Defend the use of multiple points of view, including third-person omniscient narrator, and its relation to the novel's major themes in small group debate.</li> <li>8. Construct a short narrative that replicates and/or experiments with the point of view/perspective in <i>Beloved</i> in the Memory Journal</li> </ol>	<p><i>Beloved</i> - Toni Morrison</p> <p>"Ain't I a Woman" - Sojourner Truth</p> <p><i>Narrative of the Life of Frederick Douglass</i> - Frederick Douglass</p> <p><i>How to Read Literature Like a Professor</i> - Thomas Foster</p> <p>"Nobel Prize Speech" - Toni Morrison</p> <p>"Black Matters" - Toni Morrison</p>	<p>APUSH - Connect with the Civil War Unit to provide better understanding of slave experiences and providing</p> <p>APUSH with perspectives and voices of those enslaved and those who escaped.</p> <p>APUSH with benevolent masters</p> <p>Grammar Theory: Diction, Syntax, and Punctuation usage and purpose in Speech &amp; Composition</p> <p>Spanish: Traditional and non-traditional roles of a mother across cultures</p>
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<p><u>SL.9-10.1.C</u> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p><u>SL.9-10.1.D</u> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><u>W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><u>W.9-10.3.B</u> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>					
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**Abbott Lawrence Academy 2018-2019 Curriculum Map:**  
**Subject: Pre-AP English II                      Grade: 10**  
**Unit 4 Poetry - Dickinson, Neruda, Frost, Plath, Others    6 Weeks**

<b>Essential Questions</b>		<ul style="list-style-type: none"> <li>*How do sound and form impact a poem's meaning?</li> <li>*What strategies can readers use to increase comprehension and appreciation of poetry?</li> <li>*How do works of art capture the essence of a society?</li> <li>*What techniques best describe Dickinson's style?</li> <li>*How do the circumstances of Dickinson's life influence her work?</li> <li>*How does an Dickinson's style and word choice affect the purpose, meaning, and tone of her writing?</li> <li>How does Emily Dickinson perceive herself as a poet, especially as reflected in her correspondences with Thomas Wentworth Higginson and Susan Huntington Gilbert Dickinson?</li> <li>*In what ways does this perception manifest itself in her poetry?</li> <li>*How can writing and discussing our own poems enhance our experience of reading and studying poetry in general?</li> </ul>			
<b>Learning Objectives for Unit</b>		<ul style="list-style-type: none"> <li>*Make inferences and determine the central meaning of a poem.</li> <li>*Develop inferential questions in response to poem.</li> <li>*Identify patterns in terms of sound, form, and ideas/content within a poem.</li> <li>*Analyze how the writer's choices contribute to the poem's overall meaning.</li> <li>*Juxtapose the different methods Dickinson explores similar subject matter.</li> <li>*Respond to and mimic Emily Dickinson's style and characteristic poetic elements.</li> <li>*Present a memorized dramatic reading of a Dickinson poem.</li> </ul>			
<b>Performance tasks: Formative and Summative</b>		<ul style="list-style-type: none"> <li>Poetic Terminology Quiz</li> <li>Poetry Annotation Quizzes</li> <li>Poetry Reading Notes/Binder Check</li> <li>Dickinson Poem Memorization and Analysis Presentation</li> <li>Dickinson Poetry Analysis Project</li> <li>Dickinson-Inspired Poetry Chapbook</li> </ul>			
<b>CC Standards/ Lawrence Standards</b>	<b>Language Objectives</b>	<b>Academic Language</b>	<b>Content Objectives</b>	<b>Texts and Supplemental Learnings</b>	<b>Cross-Content Connections</b>

<p><b>CCSS.ELA-LITERACY.</b>  <b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <b>RL.9-10.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  <b>RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  <b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  <b>RI.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).  <b>RI.9-10.5</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  <b>RI.9-10.6</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  <b>RI.9-10.7</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  <b>L.9-10.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  <b>SL.9-10.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  <b>SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating</p>	<p><b>SWBAT:</b>  1. Make inferences and determine the central meaning of a poem through close analysis in short written reflections and annotations.  2. While annotating a poem, develop inferential questions in response to poem and share them in class discussion.  3. Identify patterns in terms of sound, form, and ideas/content within a poem and analyze how the writer's choices contribute to the poem's overall meaning in a three column analytical graphic organizer.  4. Juxtapose the different methods in which a poet explores similar subject matter across poem annotations and in a short written response.  5. Create a poetry chapbook containing poems that respond to poetic styles and explore poetic elements in depth.    6. Orally present a memorized dramatic reading of a Dickinson poem, demonstrating an understanding of poetic punctuation and an interpretation of the content.</p>	<p>Tone  Mood  Symbolism  Meter  Rhyme  Enjambment  Caesura  Dashes  Imagery  Metaphor  Simile  Sensory Details  Repetition  Personification  Contrast  Onomatopoeia  Ambiguity  Consonance  Assonance  Hyperbole  Syntax  Diction  Style  Form  Elegy</p>	<p><b>SWBAT:</b>  1. Make inferences and determine the central meaning of a poem through close analysis.  2. Develop inferential questions in response to poem.  3. Identify patterns in terms of sound, form, and ideas/content within a poem and analyze how the writer's choices contribute to the poem's overall meaning.  4. Juxtapose the different methods Dickinson explores similar subject matter.  5. Respond to a poet's style and explore his/her characteristic poetic elements in depth through creative writing.    6. Present a memorized dramatic reading of a Dickinson poem, demonstrating an understanding of poetic punctuation and an interpretation of the content.</p> <p><a href="https://drconway.wordpress.com/2007/04/24/making-it-real-the-poetry-chapbook-and-the-college-classroom/">https://drconway.wordpress.com/2007/04/24/making-it-real-the-poetry-chapbook-and-the-college-classroom/</a>  <a href="http://web.mit.edu/21h.418/www/nhausman/chap1.html">http://web.mit.edu/21h.418/www/nhausman/chap1.html</a></p>	<p>Poetry by Emily Dickinson:  "There's a certain Slant of light"  "The Soul selects her own Society"  "Because I could not stop for Death"  "I heard a Fly buzz - when I died"  "My Life had stood - a Loaded Gun"  "The Nature of Proof in the Interpretation of Poetry" - Laurence Perrine</p> <p>Selection of Emily Dickinson Letters</p>	<p>Connection to Feminism and Transcendentalism in APUSH</p> <p>Grammar Theory: Diction, Syntax, and Punctuation usage and purpose in Speech &amp; Composition</p> <p>Proper Speaking and Presentation Skills from Speech &amp; Composition</p> <p>Building on foundations of poetry from Adv. Honors English I</p>
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command of formal English when indicated or appropriate.

W-9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W-9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

## Abbott Lawrence Academy 2018-2019 Curriculum Map:

**Subject: Pre-AP English II**

**Grade: 10**

**Unit 5 The Grapes of Wrath**

**7 Weeks**

<b>Essential Questions</b>	<p>*The story of the Joads is told chronologically; however, between these narrative chapters there are inter-chapters, which are usually short sketches of economic and social history that provide great insight into the story. Analyze the importance of these inter-chapters and comment on how they provide a lens for the chapters that follow.</p> <p>*In 1962 John Steinbeck won the Nobel Prize for Literature; he was honored for showing sympathy for “the oppressed, the misfits, the distressed.” In addition, readers appreciated his portrayal of characters living on a purely animal level moved by forces they can hardly understand or control but striving towards wisdom and retaining a measure of dignity. How does <i>The Grapes of Wrath</i> exemplify these principles and ideas?</p> <p>*How does Steinbeck exemplify the following values throughout the story? --an appreciation for our common humanity --the need to work together to achieve a common goal --the need for compassion and injustice for the oppressed --the importance of avoiding stereotypes and labels --the need to share what we have with others, especially the poor --the importance of commitment to our beliefs --a respect for our religious heritage and that of others --the realization that change is part of the human condition --the importance of caring about the earth and our environment --an understanding of the role of technology in society</p>
<b>Learning Objectives for Unit</b>	<ol style="list-style-type: none"> <li>1. Analyze and synthesize information from different sources about the free market, making connections and showing relationships to other texts, ideas, and subjects and to the world at large in a timed in class essay.</li> <li>2. Analyze Steinbeck’s use of sensory details to depict the events of the Dust Bowl through small group and full class discussion.</li> <li>3. Decode and examine a visual image to interpret a story behind it in a written journal entry.</li> <li>4. Assess how the novel serves as a critical commentary on the plight of the farmers impacted by the Great Depression and the American Dust Bowl through small group and full class discussion..</li> <li>5. Evaluate the impact the diction, syntax, and different narrative styles have on the reader in reading notes and class discussion.</li> <li>6. Trace the depiction of changing family structures in the novel in reading notes and class discussion.</li> <li>7. Analyze how the novel complicates traditional notions of gender in class discussion/Socratic Seminar..</li> <li>8. Critique the relationship between the novel’s narrative chapters and its alternating inter-chapters and argue for the purpose and effectiveness of the inter-chapters in small group debate.</li> <li>9. Compare and contrast different perspectives on religion presented by the novel in class discussion/Socratic Seminar..</li> </ol>
<b>Performance tasks: Formative and Summative</b>	<p>Reading Quizzes</p> <ul style="list-style-type: none"> <li>• Ch. 1-14</li> </ul> <p>Reading Notes/Binder Check</p> <p>Rhetorical Analysis Responses</p> <ul style="list-style-type: none"> <li>• Ch. 7</li> <li>• Ch. 15</li> <li>• Ch. 23</li> </ul> <p>Socratic Seminar</p> <ul style="list-style-type: none"> <li>• The heroes of <i>The Grapes of Wrath</i> are on the bottom of the social ladder; their language and behavior is often coarse or vile. What was Steinbeck’s purpose in portraying people such as these? What would be the effect on readers if the Joads spoke and acted in more “proper” ways?</li> <li>• What is the effect of the “intercalary” chapters that come between the narrative about the Joads? How would the elimination of those chapters affect the meaning and impact of the novel?</li> <li>• Socioeconomic views in the novel seem to be based on ideas of Marx and Lenin and other socialist thinkers. Yet, the novel also seems to advocate “the American Dream,” the principle of democracy, the pioneer spirit of endurance, the will to forge ahead and succeed. How do you reconcile these two views? What point does Steinbeck seem to be making to Americans of all socioeconomic groups?</li> <li>• The political implications of this novel have been strongly attacked. In what ways is the novel a criticism of capitalism? Does the novel advocate communism or socialism? Defend your opinions with evidence from the novel.</li> <li>• If you had been an owner of a large California farm in 1939, how would you have felt about people like the Joads? As the owner of that farm, how might this novel have changed your feelings?</li> </ul>



		<ul style="list-style-type: none"> <li>Steinbeck wrote to his editor about this novel: "I've done my damndest to rip reader's nerves to rags; I don't want him satisfied." Did he succeed in doing that to you? If so, how did he accomplish it? If not, why weren't you affected in that way?</li> </ul> <p>AP Language Synthesis Essay</p> <ul style="list-style-type: none"> <li>Throughout the novel, Steinbeck presents an indictment of a capitalist system that allows people to starve, exploits them mercilessly and, ultimately, is complicit in their murder. Read the following sources (including any introductory information) carefully. Then, in an essay that synthesizes at least three of the sources for support, take a position that defends, challenges, or qualifies the claim that the free market corrodes moral character.</li> <li>Source A (Jagdish Bhagwati), Source B (John Gray), Source C (Garry Kasparov), Source D (Qinglian He), Source E (Michael Walzer), Source F (Michael Novak), Source G (Bernard-Henri Lévy), Source H (Kay S. Hymowitz), Source I (Tyler Cowen), Source J (Robert B. Reich), Source K (Ayaan Hirsi Ali), Source L (John C. Bogle), Source M (Rick Santorum)</li> </ul>			
<b>CC Standards/ Lawrence Standards</b>	<b>Language Objectives</b>	<b>Academic Language</b>	<b>Content Objectives</b>	<b>Texts and Supplemental Learnings</b>	<b>Cross-Content Connections</b>

<p>CCSS.ELA-LITERACY.</p> <p><u>RL.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><u>RL.9-10.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><u>RL.9-10.5</u> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><u>RL.9-10.6</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><u>RL.9-10.9</u> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><u>RI.9-10.5</u> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><u>RI.9-10.6</u> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><u>SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>SL.9-10.1.C</u> Propel conversations by posing and responding to questions that</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. In a timed essay, Analyze and synthesize information from different sources about the free market, making connections and showing relationships to other texts, ideas, and subjects and to the world at large.</li> <li>2. Explain in small groups how Steinbeck's use of sensory details to depict the events of the Dust Bowl.</li> <li>3. Look at a visual image and write a short interpretation of a story behind it.</li> <li>4. Ask and answer questions as to how the novel serves as a critical commentary on the plight of the farmers impacted by the Great Depression and the American Dust Bowl.</li> <li>5. State and justify your opinions of where the diction, syntax, and different narrative styles impact the reader.</li> <li>6. Locate specific examples from the text that depicts changing family structures.</li> <li>7. Discuss in small and large groups how the novel complicates traditional notions of gender.</li> <li>8. Listen to and present arguments regarding the relationships between the novel's narrative chapters and its alternating inter-chapters and argue for the purpose and effectiveness of the inter-chapters.</li> <li>9. Discuss the similar and different perspectives on religion presented by the novel.</li> </ol>	<p>The Dust Bowl The Great Depression Limited-Omniscient-Narrator Symbol Theme Bemused Listless Insinuation Judiciously Piqued Zenith swale Deceit shoat-parapet Ravenously petulant Truculently Citadel Veneration Rakishly Imperturbability inveterate voluptuous Fatuously-restiveness Vivaciousness Languid vagrants Morosely querulously accoutrements feral slovenly agrarian contrite contemptuous denunciation vigilantes obscure patina cynically docile pinioned pall</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. Analyze and synthesize information from different sources about the free market, making connections and showing relationships to other texts, ideas, and subjects and to the world at large in a timed in class essay.</li> <li>2. Analyze Steinbeck's use of sensory details to depict the events of the Dust Bowl through small group and full class discussion.</li> <li>3. Decode and examine a visual image to interpret a story behind it in a written journal entry.</li> <li>4. Assess how the novel serves as a critical commentary on the plight of the farmers impacted by the Great Depression and the American Dust Bowl through small group and full class discussion.</li> <li>5. Evaluate the impact the diction, syntax, and different narrative styles have on the reader in reading notes and class discussion.</li> <li>6. Trace the depiction of changing family structures in the novel in reading notes and class discussion.</li> <li>7. Analyze how the novel complicates traditional notions of gender in class discussion/Socratic Seminar.</li> <li>8. Critique the relationship between the novel's narrative chapters and its alternating inter-chapters and argue for the purpose and effectiveness of the inter-chapters in small group debate.</li> <li>9. Compare and contrast different perspectives on religion presented by the novel in class discussion/Socratic Seminar.</li> </ol>	<p><i>The Grapes of Wrath</i> - John Steinbeck</p> <p>"The Dust Bowl" Documentary - PBS "I am the People, the Mob" - Carl Sandburg Various Images of the Dust Bowl "Does the Free Market Corrode Moral Character" Essays - The Templeton Foundation</p>	<p>APUSH - Capitalism, The Great Depression, The Dust Bowl</p> <p>Speech and Comp - connect with the election debates and republican ideals of free market and capitalism</p>
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<p>relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. <u>SL.9-10.1.D</u> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>					
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**Abbott Lawrence Academy 2018-2019 Curriculum Map:**

**Subject: Pre-AP English II**

**Grade: 10**

**Unit 6 Satire**

**6 Weeks**

**Essential Questions**

\*How is satire used in the 21st century?

\*How does satire affect our perceptions of the subjects it ridicules?

		<p>*How could satire inspire social reform?          *What are the purposes and functions of satirical techniques?          *How does Huck Finn qualify as a satire?</p>			
<b>Learning Objectives for Unit</b>		<p>*Differentiate the purposes and effects of the types of satirical strategies.          *Interpret direct and indirect arguments made through satire.          *Identify and explain the context and exigence for a satirical argument.          *Defend the quality and effectiveness of an author's satirical technique throughout a work.          *Create an effective piece of satire that draws attention to an important issue or inspires social reform.          *Evaluate their own original works of satire.</p>			
<b>Performance tasks: Formative and Summative</b>		<p>Satirical Technique Quizzes          Reading Notes/Binder Check          Satire Journal/Rhetorical Precis          Satire Creation Project &amp; Reflection Essay          AP Language - Satire/Rhetorical Analysis Essay          ● 2009 Test: <i>The Future of Life</i> - Edward O Wilson</p>			
<b>CC Standards/ Lawrence Standards</b>	<b>Language Objectives</b>	<b>Academic Language</b>	<b>Content Objectives</b>	<b>Texts and Supplemental Learnings</b>	<b>Cross-Content Connections</b>

<p>CCSS.ELA-LITERACY.</p> <p><u>RL.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>RL.9-10.4</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><u>RI.9-10.6</u> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><u>RI.9-10.5</u> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><u>RI.9-10.6</u> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><u>SL.9-10.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>SL.9-10.1.C</u> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p><u>SL.9-10.1.D</u> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. While reading satirical essays and viewing satirical images, differentiate the purposes and effects of the types of satirical strategies in reading notes.</li> <li>2. After interacting with a written or visual piece of satire, interpret the direct and indirect arguments made by the author in paired class discussion.</li> <li>3. Research and explain how the historical, social, and cultural context provides the exigence for a satirical argument in short written responses.</li> <li>4. Defend the quality and effectiveness of an author's satirical technique throughout a work in short written responses and class discussion.</li> <li>5. Argue to draw attention to an important issue or inspire social reform through appropriate rhetorical techniques in an original visual, written, or oral projects.</li> <li>6. In a formal written reflection response, evaluate the purposes and functions of the rhetorical devices in their own original works of satire.</li> </ol>	<p>Exaggeration Reversal Incongruity Parody Humor Wit Satire Sarcasm Invective Irony Cynicism Sardonic Direct/Indirect Satire Horatian Juvenalian Travesty Burlesque Farce Malapropism</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> <li>1. Differentiate the purposes and effects of the types of satirical strategies in written and visual arguments.</li> <li>2. Interpret the direct and indirect arguments made through satire in written and visual arguments.</li> <li>3. Research and explain how the historical, social, and cultural context provides the exigence for a satirical argument.</li> <li>4. Defend the quality and effectiveness of an author's satirical technique throughout a work.</li> <li>5. Argue to draw attention to an important issue or inspire social reform through appropriate rhetorical techniques.</li> <li>6. Evaluate the purposes and functions of the rhetorical devices in their own original works of satire.</li> </ol>	<p>Ch. 1-2 of <i>The Adventures of Huckleberry Finn</i> - Mark Twain</p> <p>“The Damned Human Race” - Mark Twain</p> <p>“A Modest Proposal” Jonathan Swift</p> <p><i>The Butter Battle Book</i> - Dr. Seuss</p> <p>Excerpts from <i>The Onion</i>, <i>The Satirist</i>, <i>The Borowitz Report</i>, <i>Reductress</i></p>	<p>UPUSH/Government - Political Cartoons</p> <p>Speech &amp; Composition - Non-Examples for Resumes</p> <p>APUSH - Soviet Union and Animal Farm</p>
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