

DARIEN PUBLIC SCHOOLS

CURRICULUM GUIDE

American Literature 300

Approved by the Board of Education on June 27, 2006

DARIEN PUBLIC SCHOOLS

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PREFACE

This English Department curriculum guide is designed to articulate the content and context of this course within the English academic program. Its goal is to serve as a resource and instructional guide for teachers, as well as a document that describes the elements of the English academic program in the district. It is essential, in order to ensure the continued quality of the English program at Darien High School, that the curriculum template be seen as representative of the course and not complete in or of itself of the whole course curriculum. The Department's ability to add materials and to request new texts that add dimension or depth and the teachers' ability to create new units of study based on research or resources they discover is crucial to the quality of study for students in the English program. The professional development workshops that teachers attend frequently, both in and out of the District, generate new ideas and opportunities for the curriculum. Selection of new texts is a collaborative process in the Department, and the inclusion of new titles is carefully considered in light of the curriculum's objectives. Although unit titles and essential questions might change as the course is evaluated from year to year, the instructional goals serve as the foundation of study for all students at this level. The dynamic nature of the English curriculum is one of its greatest strengths. Our goal in instructional design is to provide a combination of flexibility, cohesiveness, and integration in all of the course structures we offer as part of our program.

Since our program is skill-based, our instruction uses a variety of literature and activities to accomplish its goals. We have tried, however, to create curriculum guides that provide a consistency within their framework, so that students in one section of a course are learning common skills and experiencing similar assignments in reading, writing, research, and presentation.

Our goal in the development of the curriculum guide is to provide clear articulation that ensures the existence of consistency and the capacity for creativity in our approach to instruction.

SECTION I - Course Information

American Literature 300 is college preparatory course which meets the junior year English graduation requirement. The course, part of an interdisciplinary program with U.S. History, chronologically and thematically explores the American Literature from the 16th through the 21st centuries. The 300 level class is team-planned with the History Department's American History course. Interdisciplinary papers will encourage students to integrate the study of literature and history, exploring the creative moments in this literature becomes history and history becomes literature. Students will also be expected to understand their cultural and aesthetic roots, connection and synthesizing the art, music, and architecture of an era to its history and literature. In an interdisciplinary approach, learning is active and critical thinking essential. Students make connections among the various disciplines through the papers and projects in which they engage. At least one interdisciplinary project each quarter will be evaluated by both the English and history teachers. Students will be expected to read and write extensively. A close reading of the text will be required. The writing will be expository and non-expository with emphasis on writing about literature. Students will complete formal or informal writing assignments each week.

STATEMENT OF PHILOSOPHY

The Language Arts Philosophy

Students communicate with the world around them through the use of language. Language is comprised of several components, primarily reading, writing, speaking, and listening. Language arts is the instructional program that teaches these components as interdependent and interrelated parts of the communication process.

The aim of the Darien Public Schools' Language Arts Program is threefold: to help students become effective language users; to produce graduates who demonstrate their ability to think, read, write, speak, and listen proficiently; and to assist students in developing language fluency, not only in the school setting but in the wider world.

Acquisition, development, and mastery of both basic and advanced language arts skills are a continuous process. Students attain higher levels of skill development in incremental stages. Measurable gains in language arts skills are realized when challenging language activities occur in meaningful contexts and through purposeful applications.

(from Darien Public Schools K-12 Language Arts Guide – 1997)

Darien English Department Statement of Philosophy

The English Department of Darien High School provides for its students a climate that fosters intellectual development, that encourages aesthetic appreciation, and that promotes critical inquiry. It offers a curriculum that recognizes the differences in abilities and goals of our students and which helps each achieve maximum growth. We wish to encourage within each student a sense both of individuality and of connection to others, and to foster a love of language and literature. Our goals include encouraging creativity, scholarship, and inquiry. We believe the English curriculum should include the important works of western literature and works that reflect multicultural diversity within the United States and throughout the world. Through interdisciplinary courses, students make connections to other academic areas and real-life contexts. We believe the English curriculum should comprise a core of required courses as well as elective courses from which students may choose on the basis of their interests, talents, and needs.

The English Department believes all forms of communication - including reading, writing, listening, speaking, and viewing - are part of the English instructional program. Though these aspects have been treated as distinct skills in the past, current thought views all forms of communication as interrelated and complementary. The Department believes that students learn in multiple ways; therefore, we support an English program that addresses multiple learning styles and encourages interpretation through various kinds of communication such as art, photography, and music, etc. We also believe the rapid advancement in communication technology requires the integration of technological skills in contemporary research, composition, and presentation so that students are better prepared to be successful learners in today's world. As a consequence, the language arts classroom is changing from a lecture hall into a communications workplace where students learn to find meaning under the guidance of teachers who facilitate, rather than simply transmit, learning. We believe students learn best in an active learning environment where they have opportunities to collaborate in "real world" inquiry, where the process of learning is as important as the product of learning, and where the development of individual skills is integrated into complex, real-world activities and evaluated using multiple forms of authentic assessment.

The English Department believes that our philosophy of teaching and learning is as important as our course descriptions, our district, state, and national goals for student achievement, our strategies for fluency in reading, writing, and discussing, our rubrics for evaluation, and our selection of texts. We hope that new teachers as well as returning teachers will read carefully our philosophy and consider it to be the foundation of our curriculum work. "How" we teach is as important as "what" we teach.

The English Department has agreed on certain assumptions about teaching and learning:

- Teaching and learning take place in an historical, cultural context.
- Students have a better understanding of their responsibilities when they understand the goals of a course, the reason for selective texts, and the purpose of assignments.
- When possible, the input from students in the design of an assignment engages them in the process of taking responsibility for their own learning.
- Learning takes place best in a classroom where an ethic of care is observed by the teacher and the students and clearly articulated.
- A community of learners develops when both individuality and diversity are encouraged and where individual intellectual and creative abilities are respected and cultivated.
- Students achieve their potential when they are given models of excellence and when expectations are clear and challenge their intellectual and creative capabilities.
- Teachers, aware of multiple theories of intelligences, create curriculum and assignments to acknowledge a diversity of learning styles and abilities. Students should be guided to think probatively, reflectively, narratively, poetically, visually, meta-cognitively.
- Differences in a classroom are acknowledged and rewarded with availability of choices, when possible, in reading and writing assignments.
- Students develop a commitment to curriculum and performance when they are invited and encouraged to make choices among clear, humane, and responsible methods of inquiry, interpretation, and criticism.
- Choosing a topic or making a persuasive argument depend on having a sense of what other people are saying and developing a relationship to a critical community of thinkers, readers, and writers.
- Teachers inspire students to take personal possession of a text and become fluent thinkers when they offer students multiple methods of inquiry and response instead of imposing an interpretation between the students and their experience of literature.

- According to the editors of *Rereading America*, students develop a habit of mind necessary for academic inquiry when they acquire the ability to imagine and value points of view different from their own, then strengthen, refine, enlarge, or reshape their ideas in light of those other perspectives. This intellectual habit includes openness to new and old ideas and a willingness to test those ideas against experience, literature, belief, and history. Critical thinking, then, requires a diversity of reading experiences and exposure to multiple voices.
- As readers, our students should be concerned with both the questions posed by the text and the questions we bring to the text from our own differing interest, gender, and cultural background.
- Teachers create opportunity for responsible critical analysis when students are encouraged to enter the contemporary critical debate that has evolved around the value of teaching traditional texts of the canon and the value of teaching texts written with a diversity of ethnic, racial, and gendered voices.
- Students learn meaningfully and enthusiastically when they are invited to be active learners.
- Students who write to learn use writing as a means of interpretation and inquiry rather than a means of translating and transmitting ideas. Writing leads to thinking and re-thinking, shaping and re-shaping, questioning our questions.
- When students participate in self-evaluations, they are clear about expectations and the criteria of assessment; consequently, they take more responsibility for their performance and maturation in a course.
- Students are not isolated learners; interaction among peers is essential for sharing knowledge and experience and for appreciating each other's work.

PROGRAM GOALS

Language Arts Goals

The overarching goal of the Darien Public Schools' Language Arts Program is to produce students capable of demonstrating the highest levels of communication proficiency and fluency in reading, writing, speaking, and listening.

Basic Assumptions, Instructional Principles, and Teaching Strategies

1. Students come to school with different levels of knowledge and skill upon which further learning will be based. While specific language skills are initially taught to all students through direct instruction, students acquire more sophisticated levels of communication through the integration of the four primary language arts components in a variety of interrelated and interdependent activities and experiences.
2. Skillful communication, however, is more than a working knowledge of the primary language arts components. It is the composite of all acquired skills, achieved through the proficient use of the reading, writing, speaking, and listening components.
3. When students are immersed in an atmosphere that supports a love of learning and engaged in topics that interest them, learning how to communicate skillfully occurs in a natural, integrated way.
4. Language arts learning is enhanced when students are provided with a language-rich environment and given opportunities to communicate in a variety of ways.
5. Language arts instruction must be embedded in all curriculum areas.
6. Excellent communication models for students are essential for continued growth at all grade levels. Models of appropriate student and professional writing and speaking provide examples for students to emulate; they also set challenging standards for students to meet.
7. A wide variety of high quality literature, both fiction and non-fiction, must be read.
8. Building upon students' existing knowledge on a topic is a fundamental means of engaging students in reading, writing, speaking, and listening. Drawing upon students' current base of knowledge by challenging them to analyze, anticipate, and predict information and themes found within their reading develops readers who come to understand and relate to what they read.
9. The most effective way to teach writing systematically is as a process: brainstorming, composing, conferring, revising, editing, and polishing for others to read.
10. The teaching of writing should focus on the process of writing as a means toward an end: developing clear, thoughtful, polished pieces of writing.
11. The development of strong, basic language skills (e.g. grammar, punctuation, phonics, vocabulary, and spelling) is an essential part of the language arts

- program. Skill development is best addressed by a combination of direction instruction and individual instruction within the context of each student's own reading and writing experiences.
12. Speaking and listening skills need to be addressed in all grade levels. Students need opportunities to speak confidently and proficiently in informal and formal settings appropriate to grade level; they need to become adept at listening for ideas and information, tone, and point of view.
 13. The effective use of technological resources is an important part of developing students' skills in research and communication.
 14. The Language Arts Program and its stated goals must be supported by all staff throughout the District. Regular communication among staff members and administration, as well as District support of appropriate ongoing staff development activities, is essential.
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American Literature 300 Goals

The goals of American Literature 300 mirror those of the Darien Public Schools, but extend beyond those over-arching goals to specific ones intended to build upon the work done by students and teachers in the primary and middle school grades and to prepare students for the new challenges and expectations of both high school and college courses. These additional goals are the following:

1. To read literature from the history of the American canon in order to explore the development of American thought and culture throughout American history.
2. To make connections between texts throughout American literature.
3. To make connections between texts within U.S. History
4. To recognize similarities and purposes between texts in both literature and history.
5. To recognize links between personal experience and texts from the development of the American culture.
6. To explore how the identity of American culture and society has developed through close textual reading and interpretation.
7. To explore how critical theories, such as Romanticism, Realism, Modernism, etc., affects the interpretations of texts.
8. To identify in specific texts elements or aspects of the American identity from that particular history time period.
9. To identify in specific texts how these aspects of American identity are communicated within a narrative through plot, conflicts, symbols, narrative structure, and characters.
10. To read materials and literature that challenge both reading and thinking skills.

11. To continue to develop methods of inquiry for enjoying, studying, discussing, and writing about literature.
12. To encourage close textual reading as a means to recognize, analyze, and defend arguments concerning the development and comparison of stages of the American identity in various works.
13. To continue to develop the skill of selecting relevant pages of lines that support one's opinions and to quote and cite accurately and appropriately.
14. To distinguish between content and style, and different narrative, forms and perspectives throughout the chronology of American literature.
15. To explore the role of language in our lives and in the literature we read.
16. To explore the connection between our current identity as Americans and the development of the literature and history of our nation.
17. To understand the role of language in the construction of imagery, metaphor, narrative structure, as well as political and social events and actions.
18. To respond to written, visual and musical works through analytical, narrative, and poetic writing.
19. To defend in both class discussion and writing feelings provoked by words.
20. To create a community of listeners who work individually and collaboratively to build reading, listening, speaking, thinking, viewing, and writing skills.

OVERVIEW

This combined English and history course will focus on the study of American culture through the integration of American literature, history, art, music and architecture. Materials to be studied include the writings of many American authors and historical persons, as well as two text books devoted primarily to American literature and history. Supplementary materials include slides, posters, documentary and feature films, and sound recordings.

Following a thematic-sequential approach based on seminal questions each quarter, this interdisciplinary course requires students to complete four major interdisciplinary projects related to the following four questions. Both the American Literature course and the American History course as parts of the interdisciplinary program focus on shared themes throughout the year:

What competing values shaped the American Dream? Of particular interest will be the nature of the dream, the consequences of the dream, and the ways the dream affects the relationship between the individual and his/her society.

How do the basic assumptions of Rationalism and Romanticism differ? Of particular interest will be the changing philosophic outlooks of Americans, the resultant effects on the role of the individual, the Civil War and Reconstruction, and the molding of the American character.

What forces shape the individual? Emphasis will be on the assimilation of immigrants, ethnic and cultural plurality, Americanization, changing attitudes and values, changing economic and social structures, and the changing place of the individual in society.

What connections can be developed among contemporary artifacts? Of particular interest will be events and movements which have been shaping American character and culture since the end of World War I.

Quarter One: Beginnings (Colonial America through Federal Union)

Students will examine early American literature through the Puritan and rationalist periods including writings by John Smith, John Winthrop, William Bradford, Sara Knight, William Byrd, Equitant, Anne Bradstreet, Benjamin Franklin, Thomas Paine, Thomas Jefferson, Patrick Henry, Jonathan Edwards. Students also will read and view Arthur Miller's *The Crucible*. American art and architecture through the rational period also will be introduced. Throughout the quarter, students will practice persuasive writing and speaking, lead paragraph and thesis development, outlining and transitions, and parallel structure. First quarter work culminates with students writing a thesis-based interdisciplinary essay in which they explore and explain competing values evident in their first quarter work.

Quarter Two: A Growing Nation (Early Nationalism through Post-Civil War Reconstruction)

Second quarter, students will focus on romanticism through reading a variety of 19th century authors, including Nathaniel Hawthorne's novel *The Scarlet Letter*, and short fiction and poetry by Washington Irving, James Cooper, William Bryant, Lydia Child, and Edgar Alan Poe. Transcendentalism also is studied in the writing of Ralph Waldo Emerson and Henry David Thoreau. Students also read Mark Twain's *The Adventures of Huckleberry Finn*. Skills focused on include expository writing, using a thesis-antithesis, and free writing and outlining. Second quarter culminates with students writing a thesis-based interdisciplinary essay examining the rational and romantic attitudes toward nature, the individual, religion and authority.

Quarter Three: The Nation Transformed (Taming the West through WWI)

Third quarter, students read a variety of literature from the traditions of realism and naturalism. Authors studied included Edith Wharton, Henry James, Sherwood Anderson, Jack London, Charlotte Perkins Gilman, Ernest Hemingway. Skills emphasized include narrative writing, interviewing techniques, primary source and secondary source research, bibliographies and use of citations. The major interdisciplinary project this quarter is the writing of story of historical fiction based on family history.

Quarter Four: Modern Times (Roaring Twenties through Today)

Fourth quarter, students read literature such as, Zora Neale Hurston and other significant writers from the Harlem Renaissance, F. Scott Fitzgerald, Arthur Miller, Sinclair Lewis, the film "The Graduate", and independent reading of twentieth century American literature. Skills emphasized include developing and practicing research skills. These research skills include identifying an appropriate and scholarly topic, choosing primary and secondary sources, connecting the research to the relationships between American authors, artists and historical issues, developing and articulating a thesis, and finally writing the paper in an effective and balanced research voice.

ESSENTIAL QUESTIONS

Quarter One: Beginnings (Colonial American through Federal Union)

How are the following competing values reflected in American life?

Freedom/authority

Spiritual/material

Individual/community

When is disobedience to authority just?

How did rationalist thought dominate the early American experience?

What is good for the community? What are implications for individuals?

What forces undermine rationalism?

Quarter Two: A Growing Nation (Early Nationalism through Post-Civil)

What forces are required to hold a nation or people together?

What is required in becoming an ideal nation?

What is the role of imagination in a growing nation?

Quarter Three: The Nation Transformed (Taming the West through WWI)

What are the forces that are shaping Americans' lives?

How do people deal with the realities of the growing nation?

What were the different perspectives of what American should be, and how do these perspectives emerge?

Quarter Four: Modern Times (Roaring Twenties through Today)

What is new? What is modern?

What are the tensions in modern America?

What connections in our world do you see between art, music, literature and history?

How do the competing values evident in Colonial American (freedom/authority, spiritual/material, individual/community) compare or contrast to the same values in modern times?

PROCESS SKILLS

Reading and Responding

Content Standard 1: Students will read and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts.

- a. describe the thoughts, opinions and questions that arise as they read, view or listen to a text, demonstrate a basic understanding of the text, and identify inconsistencies and ambiguities
- b. examine the fit between the text and prior knowledge by reconciling differences, extracting clues or evidence, making inferences, drawing conclusions, predicting events, inferring motives and generalizing beyond the text
- c. demonstrate literary and aesthetic appreciation of the text, awareness of the author's style, understanding of textual features, and ability to challenge the text and think divergently
- d. adapt appropriate strategies to deepen initial understanding and go beyond the text to judge its literary quality
- e. ask and answer their own and each other's text-related critical and analytical questions
- f. predict outcomes of the texts they read, listen to and view, then assess the validity of their predictions
- g. determine the most effective means of monitoring their comprehension, then apply those methods to texts read, listened to and viewed
- h. apply their understanding of textual features of each genre to their interpretations of that genre
- i. use word recognition strategies to perfect reading fluency in ever more sophisticated works
- j. read extensively and apply the variety of vocabulary strategies to read ever more complex texts
- k. describe theme, symbolism, tone and other complex elements of fiction, and identify point of view, manipulative language and other elements of bias in nonfiction materials
- l. use the literary elements of a text (theme, symbolism, imagery, conflict, etc.) to draw conclusions about a text
- m. entertain, explore and defend multiple interpretations of all fiction and nonfiction they read
- n. apply collaborative skills to elaborate on concepts being addressed and to describe processes used in achieving results

Producing Texts

Content Standard 2: Students will produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

- a. select from the complete variety of text structures (essay, short story, poetry, academic essay, report, research paper, response to literature, documentary, etc.) the appropriate organizational pattern for addressing audience, purpose and point of view
- b. identify and use effectively the salient features of all appropriate oral, visual and written discourse
- c. determine which primary and secondary sources are appropriate to the task (research paper, fiction, school newspaper, video) and integrate and elaborate upon information effectively in the final product
- d. identify and use the most effective process for them to create and present a written, oral or visual piece
- e. maintain a multimedia portfolio which, along with providing a means for collecting their work, provides opportunities for student reflection and teacher/student dialogue regarding the students' creative processes

Applying English Language Conventions

Content Standard 3: Students will apply the conventions of standard English language in oral and written communication.

- a. demonstrate command of capitalization, punctuation, usage and spelling skills, and utilize effective strategies and appropriate resources for proof-reading and editing
- b. use the spoken and written syntax made standard by television announcers and newspaper editorialists and use the diction of skilled writers and orators
- c. evaluate the language they use in written and oral tasks for its suitability for the audience being addressed
- d. understand the forms of the English language as they vary across linguistic communities and use the accepted features of standard English and other linguistic communities, where appropriate, to create original written and oral works
- e. draw conclusions regarding the evolution of language and how it influences and reflects societal changes

Exploring and Responding To Texts

Content Standard 4: Students will use the language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.

- a. read the important classics of their grade level, determine the ways in which they have shaped Western culture, and analyze the reasons for their being considered “classics”
- b. read, view and listen to key works of contemporary literature and create responses that examine the works’ principal elements.
- c. analyze the appeal of various works and determine their literary value
- d. determine the various influences on authors and analyze the impact of those influences on the text
- e. explain how all of the literary conventions and devices in a text or performance are used by an author to express tone, create mood and establish overall theme
- f. read, listen to and view literary texts and identify and explain the human experiences they convey
- g. name and explain their aesthetic reactions to literary works
- h. read classic and contemporary literature to determine political and social ideas which characterize those works
- i. examine classical and contemporary literature to consider various cultural and historical influences on the authors
- j. read and respond to both classic and contemporary texts to examine themes central to the American experience and those portrayed in the range of traditional literature

STUDENT PERFORMANCE SUMMARY

Reading

Strategies:

Students will be able to do the following:

- Read American literature of varying complexity.
- Compile lists of needed references, using bibliographies and literature-search techniques.
- Integrate material drawn from different disciplines (history, literature, art, architecture, film, and music.)
- Select relevant passages or phrases to answer questions without necessarily reading the whole text.
- Develop reading strategies according to purposes for reading and the nature of the text.

Responses:

Students will be able to do the following:

- Formulate research topics and questions
- Find relevant information from reading and visual materials
- Make connections between texts and recognize similarities of themes and values
- Support arguments or opinion by reference to evidence presented in sources outside the text
- Compare and offer critical analysis of reading assignments
- Identify different authors' point of view on a topic
- Reformulate a task in the light of available reading resources
- Consider a variety of interrelationships between those who create print and visual texts, a particular text itself, contexts, and the reader and viewer
- Show understanding by being able to adopt an alternative point of view to the author's
- Discuss style used by different authors
- Acknowledge in writing and discussion a range of interpretations of text.

Interest and Attitudes:

Students will explore the historical and cultural contexts in American Literature.

Writing

What the Student Writer will do:

- Edit work to improve coherence
- Summarize critical essays on literature
- Integrate narrative appropriately into other writing
- Express meaning precisely

- Organize written text accurately and appropriately for purpose, situation, and audience
- Present criticism, description, and narrative effectively and appropriately
- Develop critical essays coherently

What the Student's Writing will show:

- Paragraphs with a cohesive structure
- The ability to present relationships and argue or persuade
- Passages written with clarity and accuracy
- A use of vocabulary that shows an awareness of ambiguities and shades of meaning

ASSESSMENT GUIDELINES AND TOOLS

As **readers**, American Literature 300 students will exhibit their understanding and proficiency through the following:

- Tests and Quizzes on reading comprehension of assigned texts
- Discussion of primary text, understanding and interpretation
- Application of literary text concepts to historical concepts and philosophical terms.

As **writers**, American Literature 300 students will exhibit their understanding and proficiency through the following:

- Essays on literature
- Interdisciplinary Essays and Project
- Creative Writing
- Journal Responses

As **oral communicators**, American Literature 300 students will exhibit their understanding and proficiency through the following:

- Small Group Discussions
- Assigned spokespersons representing findings of small group discussions
- Participation in Debate, student teaching segments and panel discussions

GRADING GUIDELINES

Evaluation of the students' work in this course will be based on the following:

- 1) Complete and thorough writing of journal responses.
- 2) Thorough completion of homework assessments.
- 3) Self-, group-, and teacher-assessments of papers, class and small group discussions, editing sessions, dramatic readings, tests, quizzes, and visual presentations.
- 4) Participation in class and small group discussions.
- 5) Teacher assessment of quarter, semester and final interdisciplinary projects and essays.

	<u>Expectations of Students</u>	<u>% of Report Card Grade</u>
Homework	On time and complete	10%
Tests	On time or made up	30%
Quizzes	Student has done nightly reading	15%
Essays, Journals	On time and complete	40%
Participation	Attentive, Respectful and Engaged	5%
Mid-Year Exams	Counts 20% of semester grade. Each quarter grade counts 40%.	
Final Exams		

NOTE:

These percentages can change to reflect types of assignments given in different quarters and emphasis placed on various tasks. Students will be given weights for assignments at the beginning of the quarter.

SECTION II – Units of Study

SAMPLE UNITS

<u>Unit Title</u>	<u>Duration (Weeks)</u>
First Quarter	
Unit 1: Observing America	(1 week)
Unit 2: Early American Writers / Puritanism	(3 weeks)
Unit 3: Rationalism (see sample unit that follows)	(4 weeks)
Second Quarter	
Unit 4: Romanticism / Transcendentalism (see sample unit that follows)	(6 weeks)
(first semester interdisciplinary paper, 3 weeks) (beginnings of Realism (<u>Huck Finn</u> or <u>Kindred</u>),	(3 weeks)
Third Quarter	
Unit 5: Realism / Naturalism (see sample unit that follows)	(6 weeks)
Unit 6: Family History Project (inter-disciplinary research)	(4 weeks)
Fourth Quarter	
Unit 7: Early Modern Writers (pre-WWII) (inter-disciplinary project initial research)	(5 weeks)
Unit 8: Modern Times (see inter-disciplinary project—writing and finalizing project)	(5 weeks)

UNIT 3: RATIONALISM

ESSENTIAL QUESTIONS

1. How are the following competing values reflected in Rationalist texts?
Freedom/authority
Spiritual/materials
Individual/community
Wild/Tame
2. Is disobedience to authority just? If so, under what circumstances?
3. How did rationalist thought influence the early American experience?
4. What did rationalists consider good for the community? What are implications for individuals?
5. What forces undermine rationalism?
6. What forces are required to hold a nation or people together?
7. What is required in becoming an ideal nation?

CONTENT KNOWLEDGE OBJECTIVES

Students will gain knowledge and initial understanding of rationalism by:

- examining primary rationalist writers such as Franklin, Jefferson, Paine, Henry, Edwards.
- recognizing rationalist concepts in rationalist texts
- identifying techniques of persuasive writing employed in rationalist arguments

Student will gain and develop an interpretation and analysis of rationalism by:

- analyzing the presence of competing values in rationalist texts
- interpreting the role and effect of the values between the individual and the community
- analyzing the historically rebellious nature of individual acts described in rationalist documents.

Students will be able to make connections, synthesize, and extrapolate connections between rationalist writers and the effects of rationalist thought by:

- connecting the use of persuasive writing techniques with the rationalist ideas embedded in the texts.
- responding orally, artistically and in writing to a variety of persuasive writing techniques including use of anecdote, parallel structure, aphorisms, allusions.
- creating analytical and creative narratives that effectively communicate an understanding of rationalism.

Students will be able to evaluate, judge, order, and take a critical stance to the relationship of rationalism to previous eras and contemporary culture by:

- comparing the rationalist attitude toward competing values to the Puritan attitude toward competing values.
- evaluating prominent displays of rationalist belief in 18th art and architecture.
- taking a personal stance to articulate in writing what they find both admirable and troubling about Rationalism.

VOCABULARY

Key vocabulary, terminology, and objective information for this unit include:

Rationalism, Deism, Logic, Structure, Anti-thesis, Aphorism, Persuasive Writing, Parallel Structure

Other vocabulary is drawn from the individual texts and material under study.

ACTIVITIES

During this unit, students will become familiar with the concepts of Rationalism found throughout the core texts. They will, therefore, develop *an initial understanding* of rationalism through teacher guided questions and class discussion focusing on rationalist values of order, logic, reasoning, limits, boundaries, truth, balance and symmetry.

To develop an interpretation and to make connections, the class will turn to literary texts that exemplify the concepts being discussed. For example, they may read excerpts from Franklin's *Autobiography* paying particular attention to his use of logic and structure in

the content of his life, for examples his attempt to become “morally perfect,” as well as in his literary style. *To further develop their own understanding of and connection to the texts and their ideas*, students will write journal responses, persuasive letters and essays. In addition, students develop their own understanding of Franklin’s aphorisms by illustrating their choice of aphorism. Students outline the logical structure of either Paine or Henry’s argument. Students identify and employ various persuasive techniques in the core texts. Students will use their learning *to take a critical stance* by engaging in a debate on the presence of rationalism in contemporary culture. Students speculate as to how Puritan writers such as John Winthrop and Anne Bradstreet might embrace or reject Rationalist values.

PERFORMANCE ASSESSMENT

In order to assess student performance, students will exhibit their knowledge and understanding through the following performance assessments:

- Tests and Quizzes on texts and vocabulary
- Discussion of primary text for understanding and interpretation
- Discussion of additional literary and artistic works for understanding and interpretation
- Participation in Debate and Group Discussion
- Journal Responses
- Interdisciplinary Writing Prompts
- Analytical Essays
- Interdisciplinary First Quarter Essay
- Creative Writing

Students may take reading quizzes on their nightly reading in order to evaluate its completion and comprehension. Reading quizzes will be evaluated based upon accuracy. Students will also be assessed based upon regular and thoughtful participation in discussions. Student participation grades will be based upon level of engagement, thoughtful and regular contribution, and level of preparedness. Students may also complete journal responses on the texts read (specific topics may include a response to critical questions, important quotes, thematic ideas, connections with events in U.S. History). Responses will be graded based upon depth of thought, analysis of issues and ideas, complexity of issues and questions raised, level to which thoughtful and insightful connections are made, and use of specific evidence and examples. In addition to journal responses, students will also be assessed based on an analytical essay and persuasive writing essay. Students will be encouraged to use frequent textual references and quotations to support their ideas. Student performance will be assessed based upon clarity and complexity of thesis, supporting evidence and discussion, seamless integration of quotations, overall depth of thought, relevance of references and quotations, introduction and conclusion, essay structure, clarity of language, grammatical correctness, and

appropriate title. Finally, students will develop creatively written pieces to demonstrate their understanding of language and to make connections between the unit themes and their own thoughts. Some of the ways creative writing pieces may be evaluated include: level of effort, use of language, ability to rework and revise drafts, presence of personal voice, effective introduction, clarity of writing and structure, quality and development of description, use of transitions, effectiveness and development of writer’s point of view, effective conclusion, and grammatical correctness.

CAREER AWARENESS

Students who complete this unit have done much to prepare themselves for their futures. Whether students choose politics, business, religion, or the arts, being able to analyze, synthesize, research, write, and speak is critical to success. Practice in the power of persuasion offers students the opportunity to increase their communication skills.

CORE TEXT FOR STUDENTS

Benjamin Franklin: selections from *Autobiography*, *Poor Richards’ Almanac*
Thomas Jefferson: *The Declaration of Independence*
Thomas Paine: selections from *The Crisis*
Patrick Henry: “The Speech to the Virginia Convention”
Jonathan Edwards: selections from “Sinners in the Hands of An Angry God”

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Benjamin Franklin: “Speech to the Constitutional Convention”
Thomas Paine: *Common Sense*
Jonathan Edwards: selections from *Personal Narrative* and “Beauty of the World”
Selections from *Great American Houses*
Robert Hughes’ *American Visions* video series
All authors in the Rational Section of the *American Adventures in Literature* text are available as resources.

MATERIALS AND SUPPLIES

Traditions in American Literature

Copies of text excerpts
Copies of photographs
Video and slides of art and architecture

INTEGRATED TECHNOLOGY

In this and all subsequent units, students will use the following technology as a means to enhance learning:

Computer / Writing Labs will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

The Technology Lab may be used to allow students to view the video resources and respond on computer immediately after viewing parts of the film.

The Learning Connections Center offers potential for students in different sections of the course to work together on collaborative projects.

UNIT 4: ROMANTICISM

ESSENTIAL QUESTIONS

1. How are the following competing values reflected in Romantic texts?
Freedom/authority
Spiritual./materials
Individual/community
Wild/Tame
2. How do imagination and intuition inform romantic philosophy?
3. Is disobedience to authority just according to romantic thought? If so, under what circumstances?
4. How did romantic thought influence the 19th century experience?
5. What did romantics consider good for the individual? What are implications for the community/society?
6. What forces undermine romanticism?
7. How might romantic thought help shape an ideal nation?

CONTENT KNOWLEDGE OBJECTIVES

Students will gain knowledge and initial understanding romanticism by:

- examining primary romantic writers such as Poe, Bryant, Irving, Cooper, Hawthorne, Emerson, and Thoreau.
- recognizing romantic concepts in romantic texts
- identifying techniques of figurative language and ambiguity employed in romantic expression.
- viewing 19th century American romantic painting and architecture

Students will gain and develop an interpretation and analysis of romanticism by:

- analyzing the presence of competing values in romantic texts
- analyzing the role of nature in romantic texts

- interpreting the role and effect of the values between the individual and the community
- analyzing motivation for characters' behavior in terms of romantic principles.
- analyzing architectural elements that characterize romantic architecture

Students will be able to make connections, synthesize, and extrapolate connections between romantic writers and the effects of romantic thought by:

- connecting the use of techniques of figurative language with the romantic ideas embedded in the texts.
- expressing and reflecting on personal experience in a romantic mode
- writing analytical essays explaining the romantic thought evident in multiple 19th century American texts.

Students will be able to evaluate, judge, order, and take a critical stance to the relationship of romanticism to previous eras and contemporary culture by:

- comparing the romantic attitude toward competing values to the Puritan and rationalist attitudes toward the same sets of competing values.
- evaluating prominent displays of romantic thought in 19th art and architecture.
- taking a personal stance to articulate in writing what they find both admirable and troubling about romanticism.
- speculating on the attitude of romantic writers to contemporary social issues and world events.
- identifying elements of romantic thought present in their own lives and their society.

VOCABULARY

Key vocabulary, terminology, and objective information for this unit include:

Imagination, intuition, conscience, mutability, transcendentalism, Over-Soul, ambiguity.

Other vocabulary is drawn from the individual texts and material under study.

ACTIVITIES

During this unit, students will become familiar with the concepts of romanticism found throughout the core texts. They will, therefore, develop *an initial understanding* of romanticism through teacher-guided questions and class discussion focusing on romantic values of boundlessness, individuality, mystery, emotion, imagination and intuition. *To develop an interpretation and to make connections*, the class will turn to literary texts that exemplify the concepts being discussed. For example, they may read poems by Bryant to explore the romantic belief in the morally instructive quality of nature, and students may read both poems and poetry of Poe to explore the romantic emphasis on imagination and its stance against rationality. While reading Hawthorne's *The Scarlet Letter*, students may explore the romantic roots of the characters' inner struggles and the subsequent actions characters take. They also will compare and contrast the romantic and Puritan values present in the text. Reading excerpts from Emerson's essay, students will focus on the preeminence of intuition in his romantic philosophy, and then explore how Thoreau manifests that in *Walden*. *To further develop their own understanding of and connection to the texts and their ideas*, students will write journal responses, personal anecdotes and literary essays. One journal assignment/ personal anecdote might include both a literal description and a personal reflection on a half hour nature walk. In addition, students develop their own understanding of Hawthorne's emphasis on the "sanctity of the human heart" by illustrating both characters' experience in the novel and romantic concepts associated with those experiences. Students will use their learning *to take a critical stance* by engaging in a debate on the presence of romantic emphasis as opposed to rational emphasis in contemporary culture.

PERFORMANCE ASSESSMENT

In order to assess student performance, students will exhibit their knowledge and understanding through the following performance assessments:

- Tests and Quizzes on texts and vocabulary
- Discussion of primary text for understanding and interpretation
- Discussion of additional literary and artistic works for understanding and interpretation
- Participation in Debate and Group Discussion
- Journal Responses
- Interdisciplinary Writing Prompts
- Analytical Essays
- Interdisciplinary Second Quarter' First Semester Essay
- Creative Writing

Students may take reading quizzes on their nightly reading in order to evaluate its completion and comprehension. Reading quizzes will be evaluated based upon accuracy. Students will also be assessed based upon regular and thoughtful participation in discussions. Student participation grades will be based upon level of engagement,

thoughtful and regular contribution, and level of preparedness. Students may also complete journal responses on the texts read (specific topics may include a response to critical questions, important quotes, thematic ideas, connections with events in U.S. History). Responses will be graded based upon depth of thought, analysis of issues and ideas, complexity of issues and questions raised, level to which thoughtful and insightful connections are made, and use of specific evidence and examples. In addition to journal responses, students will also be assessed based on analytical essays written both outside of class in during timed limits during class. Students will be encouraged to use frequent textual references and quotations to support their ideas. Student performance will be assessed based upon clarity and complexity of thesis, supporting evidence and discussion, seamless integration of quotations, overall depth of thought, relevance of references and quotations, introduction and conclusion, essay structure, clarity of language, and grammatical correctness. Finally, students will develop creatively written pieces to demonstrate their exploration of romantic concepts and to make connections between the unit themes and their own thoughts. Some of the ways creative writing pieces may be evaluated include: level of effort, use of language, ability to rework and revise drafts, presence of personal voice, effective introduction, clarity of writing and structure, quality and development of description, use of transitions, effectiveness and development of writer's point of view, effective conclusion, and grammatical correctness.

CAREER AWARENESS

Students who complete this unit have done much to prepare themselves for their futures. Whether students choose politics, business, religion, or the arts, being able to analyze, synthesize, research, write, and speak is critical to success. Paying attention to one's "inner voice" despite imposed authority as romanticism encourages also might help students reflect on career paths or avocations that most excite their attention.

CORE TEXT FOR STUDENTS

Nathaniel Hawthorne: *The Scarlet Letter*

William Cullen Bryant: selected poems

Washington Irving: selected short stories such as "Rip Van Winkle" and "The Legend of Sleepy Hollow."

Edgar Allan Poe: selected poems, short stories, and excerpts from essays.

Ralph Waldo Emerson, excerpts from selected essays such as "Self-Reliance" and "American Scholar."

Henry David Thoreau, excerpt from *Walden*.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

James Fennimore Cooper: excerpts from *Deerslayer*.

Lidia Marie Child: “The Lone Indian.”

Lawrence, Jerome & Lee, Robert E.: *The Night Thoreau Spent in Jail*

Selections from *Great American Houses*

Robert Hughes’ *American Visions* video series

All authors in the Romantic Unit of the *Adventures in American Literature* textbook are available for teachers as resources.

MATERIALS AND SUPPLIES

Traditions in American Literature

Copies of text excerpts

Copies of photographs

Video and slides of art and architecture

INTEGRATED TECHNOLOGY

In this and all subsequent units, students will use the following technology as a means to enhance learning:

Computer / Writing Labs will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

The Technology Lab may be used to allow students to view the video resources and respond on computer immediately after viewing parts of the film.

The Learning Connections Center offers potential for students in different sections of the course to work together on collaborative projects.

SAMPLE UNIT 5: REALISM

Essential Questions

1. What are the forces required to hold a nation or people together?
2. How do people deal with the realities of a growing nation?
3. What were the different perspectives of what an American should be, and how do these perspectives emerge?
4. What are the literary concepts of Psychological Realism and Naturalism?
5. How do these literary concepts contribute to the ongoing development of the American Identity?
6. How do the assimilation of immigrants, ethnic and cultural plurality, Americanization, and changing economic and social structures help change the place of the individual within society?

CONTENT KNOWLEDGE OBJECTIVES

Students will gain knowledge and initial understanding realism by:

- examining primary realist writers such as Twain, Gilman, Wharton, Chopin, Crane, and London.
- recognizing realist concepts, such as psychological realism and naturalism, in realist texts and authors.
- identifying techniques of sparse description and dialogue employed in realist narratives
- viewing late 19th century and early 20th century American industrial architecture.

Students will gain and develop an interpretation and analysis of realism by:

- analyzing the presence of social conflicts and values in realist texts
- analyzing the role of psychology and personal perspective in realist texts
- analyzing the role of determinism, both natural and social, in realist texts
- analyzing the role of social movements and economic change in the development of realist thinking and literature.

Students will be able to make connections, synthesize, and extrapolate connections between realist writers and the effects of realist thought by:

- connecting the use of realist writing techniques with the realist ideas embedded in the texts.

- responding orally, artistically, and in writing to a variety of realist writings
- creating analytical and creative narratives that effectively communicate an understanding of realism

Students will be able to evaluate, judge, order, and take a critical stance to the relationship of realism to previous eras and contemporary culture by:

- comparing realist values and social values to competing values set forth by Puritan, Rational, and Romantic literature.
- taking a personal stance to articulate in writing what they find admirable and troubling about realism
- speculating on the attitude of realist writers to contemporary social issues and world events.
- identifying elements of realist thought present in their own lives and society.

VOCABULARY

Key vocabulary, terminology, and objective information for this unit include:

Realism, Psychological Realism, Naturalism, Determinism, Darwinism, Social Darwinism, Charles Darwin, Emile Zola, Immigration, Pluralism, Cultural Diversity, Short Story, Irony, Perspective

Other vocabulary is drawn from the individual texts and material under study.

ACTIVITIES

During this unit, students will become familiar with the concepts of Realism found throughout the core texts. They will, therefore, develop *an initial understanding* of rationalism through teacher guided questions and class discussion focusing on rationalist values of naturalism, determinism, chance or fate, psychological perspective. *To develop an interpretation and to make connections*, the class will turn to literary texts that exemplify the concepts being discussed. For example, they may read short stories by Wharton, Chopin, and Gilman to understand how the social structures of the late 19th century affected women's experiences and understanding of their own realities as well as in the style and the structure of the short story. *To further develop their own understanding of and connection to the texts and their ideas*, students will write journal responses, creative pieces and essays. In addition, students develop their own understanding of the short story by creating creative beginnings of their own stories, practicing writing realistic dialogue, and crafting believable and readable short stories based on family experiences. Students also analyze the content and form of Hemingway's

A Farewell to Arms for values of realism as well as emerging modern values concerning the family, politics, religion, and relationships. Students will use their learning *to take a critical stance* by engaging in a debate on the presence of realism in contemporary culture. Students speculate as to how Romantic writers such as Henry David Thoreau and Ralph Waldo Emerson might embrace or reject Realist values.

PERFORMANCE ASSESSMENT

In order to assess student performance, students will exhibit their knowledge and understanding through the following performance assessments:

- Tests and Quizzes on texts and vocabulary
- Discussion of primary text for understanding and interpretation
- Discussion of additional literary and artistic works for understanding and interpretation
- Participation in Debate and Group Discussion
- Journal Responses
- Interdisciplinary Writing Prompts
- Analytical Essays
- Interdisciplinary First Quarter Essay
- Creative Writing

Students may take reading quizzes on their nightly reading in order to evaluate its completion and comprehension. Reading quizzes will be evaluated based upon accuracy. Students will also be assessed based upon regular and thoughtful participation in discussions. Student participation grades will be based upon level of engagement, thoughtful and regular contribution, and level of preparedness. Students may also complete journal responses on the texts read (specific topics may include a response to critical questions, important quotes, thematic ideas, connections with events in U.S. History). Responses will be graded based upon depth of thought, analysis of issues and ideas, complexity of issues and questions raised, level to which thoughtful and insightful connections are made, and use of specific evidence and examples. In addition to journal responses, students will also be assessed based on an analytical essay and persuasive writing essay. Students will be encouraged to use frequent textual references and quotations to support their ideas. Student performance will be assessed based upon clarity and complexity of thesis, supporting evidence and discussion, seamless integration of quotations, overall depth of thought, relevance of references and quotations, introduction and conclusion, essay structure, clarity of language, grammatical correctness, and appropriate title. Finally, students will develop creatively written pieces to demonstrate their understanding of language and to make connections between the unit themes and their own thoughts. Some of the ways creative writing pieces may be evaluated include: level of effort, use of language, ability to rework and revise drafts, presence of personal voice, effective introduction, clarity of writing and structure, quality and development of

description, use of transitions, effectiveness and development of writer’s point of view, effective conclusion, and grammatical correctness.

CAREER AWARENESS

Students who complete this unit have done much to prepare themselves for their futures. Whether students choose politics, business, religion, or the arts, being able to analyze, synthesize, research, write, and speak is critical to success. Practice in the power of persuasion offers students the opportunity to increase their communication skills.

CORE TEXT FOR STUDENTS

Edith Wharton: “The Journey”, “Roman Fever”

Kate Chopin: “The Story of an Hour”

Charlotte Perkins Gilman: “The Yellow Wallpaper”

Stephan Crane: “The Open Boat”

Jack London: “To Build a Fire”

Ernest Hemingway: A Farewell to Arms, “Hills like White Elephants” and other selected short stories and excerpts

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Stephan Crane: Selected Poems

Edgar Lee Masters: “George Gray” and selected poems

Edwin Arlington Robinson: “Richard Cory” and selected poems

Sarah Orne Jewett: selected readings

Frank Norris: selected readings

Immigrant narratives

Selections from *Great American Houses*

Robert Hughes’ *American Visions* video series

All authors in the Realism section in the *Adventures in American Literature* textbook are available to teachers as resources.

MATERIALS AND SUPPLIES

Traditions in American Literature

Copies of text excerpts
Copies of photographs
Video and slides of art and architecture

INTEGRATED TECHNOLOGY

In this and all subsequent units, students will use the following technology as a means to enhance learning:

Computer / Writing Labs will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

The Technology Lab may be used to allow students to view the video resources and respond on computer immediately after viewing parts of the film.

The Learning Connections Center offers potential for students in different sections of the course to work together on collaborative projects.

QUARTER 1 PROJECT: COMPETING VALUES

First Quarter Interdisciplinary Essay Exam

Content

First, choose one set of the competing values that we have discussed in the study of early America this quarter. (freedom / authority, spiritual / material, individual / community, tame / wild, etc.)

Next, collect specific examples of the set of competing values from your reading, listening, viewing in both history and literature.

- Then, write a 3-5 page thesis-based (typed, double-spaced) essay in which you
- Explain / define your set of competing values
- Explore / analyze how this tension is developed in and connects at least two different pieces of literature and two historical events
- Demonstrate at least two persuasive writing techniques* in the essay

* Please attach a separate page to your final draft in which you explain:

- What techniques were used
- Where they appear and why you placed them there
- Why you chose to use these specific techniques

Note: A strong essay will go beyond simply listing where the competing values is evident. It will integrate and compare / contrast the nature of the tension in the various examples you have chosen.

Process Deadlines:

Choose your competing values and identify the two pieces of literature / two historical events by _____

Final Copy: turned in at beginning of class on _____

Note: Because this is the quarter exam, no late papers will be accepted after this time. If absent on that day, contact teachers before class period and make arrangements to turn in by 2:30.

SEMESTER 1/QUARTER 1 & 2 PROJECT: THE REPRESENTATIVE STORY

Semester Project One: The Representative Story

As his adventures draw to a close, Huck Finn makes an announcement about his future: "I reckon I got to light out for the Territory ahead of the rest, because Aunt Sally she's going to adopt me and sivilize me, and I can't stand it. I been there before." In 1876, the year Mark Twain began writing *The Adventures of Huckleberry Finn* (and the year he wrote the bulk of the novel), Philadelphia played host to a celebration of American "sivilization," the sort of stately event that would have repelled the rough-and-tumble Huck.

The Centennial Exhibition, designed to commemorate the first one hundred years of the American republic and promote its achievements to the world, tells us one story of America. Huck Finn, as he and Jim drift along the Mississippi, tells us another one. Though each of these stories feature themes that are still present in contemporary America, they also contain a number of possible contradictions, embellishments, omissions, and misrepresentations. Our culture is complicated, so any true story about American culture will be complicated as well.

The Semester Project

As you know, this semester project will serve as your mid-term exam, and thus will count as 20% of your grade for the semester in both American History and American Literature.

Your semester project will take the form of a thesis-based essay.

The final draft of this essay must be between 8 to 12 pages (2400-3600 words) in length, and you will spend much of the second week of January composing it in a writing lab. Though the lab sessions will be designed to guide your brainstorming, researching, drafting, and revising, you are expected to complete the project by the deadline date regardless of how productive you make your lab sessions.

Deadline

Your completed semester project essay must be submitted electronically by the beginning of class on Friday, January 20, 2006.

Thesis

In your paper, you are required to take an arguable position and support that position with reasons and evidence. In the name of arriving at an arguable thesis, it is recommended that you begin by drafting responses to the following question:

Which of the two stories—the Centennial Exhibition or The Adventures of Huckleberry Finn—in that it reflects its era's values, beliefs, dreams, ideals, contradictions, omissions, embellishments, misrepresentations, and conflicts, better represents the first 100 years of the United States?

You may or may not arrive at a firm conclusion simply by trying to answer this question. Regardless, the question should serve as your starting point for your analysis of the era, and you will choose and use class readings from the semester to support your ideas.

Counterargument

In the name of making your argument more credible, you are required to smoothly integrate a counterargument section into your essay. In this section, you should acknowledge points of view – and sources – that *oppose* your thesis (main argument) and attempt to refute these points of view with reasons and evidence.

Sources

Though your thesis does not necessarily need to pit one of the two stories against the other, it does need to effectively craft a debate around your understanding of the era (1776-1876). Focusing on these two stories will allow you to see differing representations of a “united” culture; just as there is disagreement about what America represents today, so too did eighteenth- and nineteenth-century Americans hold differing opinions about the meaning of their emerging culture. Through this assignment, you will argue on behalf of a representative story of America in 1876, and you will support that argument through:

- the effective use of at least three (3) American literature sources (in addition to *Huck Finn*);
 - at least one of these sources must represent pre-1820 America;
 - at least one of these sources must represent post-1820 America;
- the effective use of at least three (3) American history sources (in addition to CE sources);
 - at least one of these sources must represent pre-1828 America;
 - at least one of these sources must represent post-1828 America;
- the effective use of at least one (1) art sources from either period.

American Literature Sources: Pre-1820

- excerpts from “The Journal of Madame Knight” (Sarah Kemble Knight)
- excerpts from “The Interesting Narrative” (Olaudah Equiano)
- excerpts from “Sinners in the Hands of an Angry God” (Jonathan Edwards)
- excerpts from *The Autobiography* (Benjamin Franklin)
- excerpts from “The Crisis” (Thomas Paine)
- excerpts from “The Hasty Pudding” (Joel Barlow)
- “To His Excellency General Washington” (Phillis Wheatley)

American History Sources: Pre-1828

- “Deborah Sampson”; “Zane, Elizabeth”; “Molly Pitcher” (Women of the Revolutionary War)

- “Declaration of the Stamp Act Congress” (Stamp Act Congress; October 19, 1765)
- “The Gaspee Incident” broadside (Joseph Wanton; 1772)
- “The Boston Massacre” broadside (Isaiah Thomas; 1772)
- “The Boston Tea Party/Tea Destroyed by Indians” broadside (1773)
- “Give Me Liberty or Give Me Death” (Patrick Henry; March 23, 1775)
- “The Battle of Lexington and Concord” broadside (British account; 1775)
- “A View of the South Part of Lexington” and “The Battle of Lexington” (Amos Doolittle; 1775)
- “Federalist paper no. 15” (Alexander Hamilton; December 1, 1787)
- “Paris Peace Treaty” (Thomas Jefferson, Ben Franklin, John Adams, Hartley)
- Articles of Confederation (handout)
- Constitution (Constitutional Convention; 1787)
- Bill of Rights (Constitutional Convention; 1787)
- “The Battle of Bunker Hill” letter (Ann Hulton; June 20 1775)
- The Declaration of Independence and “Notes on the State of Virginia” (Thomas Jefferson; 1776/1784)
- “Forum: Thomas Jefferson” (*Time*; June 27, 2004)
- Alien and Sedition Acts (Congress; 1796)
- “Farewell Address” (George Washington; Sep 17, 1796)
- “War of 1812 Sentiments” (Representative Felix Grandy; December, 1811)
- “War of 1812 Sentiments” (William Coleman; April 21, 1812)

American Literature Sources: Post-1820

- “The Devil and Tom Walker” (Washington Irving)
- excerpt from *The Deerslayer* (James Fenimore Cooper)
- “To a Waterfowl” (William Cullen Bryant)
- “Annabel Lee”; “The Sleeper”; and “The Fall of the House of Usher” (Edgar Allan Poe)
- “Young Goodman Brown” and *The Scarlet Letter* (Nathaniel Hawthorne)
- “The Lone Indian” (Lydia Marie Child)
- excerpts from “Nature” (Ralph Waldo Emerson)
- excerpts from “Civil Disobedience” and *Walden* (Henry David Thoreau)
- excerpts from “Bartleby the Scrivener” (Herman Melville)
- selected poetry of Walt Whitman
- selected poetry of Emily Dickinson

American History Sources: Post-1828

- “We are Destined to be a Great Manufacturing People” (Henry A. Miles; 1846)
- “Factory Life – Romance and Reality” (Voice of Industry; December 3, 1847)
- excerpt from *To the Best of My Abilities* (James M. McPherson, 2004)
- “Trail of Tears” (1838)
- “Speech to Congress” concerning Lewis and Clark (Thomas Jefferson; January 18, 1803)
- “Declaration of the Rights of Sentiments” (Elizabeth Cady Stanton; 1889)
- “Education is the Great Equalizer of the Condition of Men” (Horace Mann; 1848)
- excerpt from “Youth’s Temperance Lecturer” (Charles Jewett; 1841)
- “Happy and Abstemious Family” and “Woes of Liquor” (Robert Peckham; 1830)

Process Work

In order to be successful in completing these projects, you will need to prepare for them by completing several smaller assignments. *These assignments will constitute your process work, and together they will add up to a 100-point test grade that will count for both classes.*

Date Initials	Process Assignment	Points	Teacher's
_____	Freewrite One (10 points).....	_____	_____
_____	Freewrite Two (10 points).....	_____	_____
_____	Freewrite Three (10 points).....	_____	_____
_____	Thesis/Counterargument (20 points)	_____	_____
_____	Outline (25 points).....	_____	_____
_____	Peer Review (25 points).....	_____	_____
	TOTAL POINTS.....	_____	_____

QUARTER 3 PROJECT: HISTORICAL FICTION

American History/Literature

Third Quarter Interdisciplinary Assignment Becoming Historians and Writers

The interdisciplinary assignment this quarter asks you to write an original short story that combines family/community experience, historical fact and literary techniques.

Step one: conduct and record primary interviews with at least two family members and one community member. You must have typed notes from each of the three required interviews. These notes should be kept in your 3-ring binder.

Step two: reflect on lingering impressions, important moments and interesting characters discovered in your interviews. Consider: what surprised you? Who interested you? What moment captured your attention and imagination? Write two pages explaining and exploring your reflections which will conclude with your choosing an historical moment or event in one of the interviewee's lives whose story you will tell. These two typed pages should be included in your binder.

Step three: character analysis- research the historical context of your story. You will need to know details about the time and place in which your story occurs. The assignment will ask you to create a character analysis. You will need to identify specific influential elements of the time period you are discussing. Some of the influential aspects you must research and articulate in writing are:

- Music/Radio
- Movie/Video/ TV/Entertainment (was any of this invented?)
- Political- Domestic and Foreign Policy, Presidential perspectives
- Economic Issues
- Environmental Issues
- Religion
- Literature- NY Times, other newspapers, famous speeches, novels, plays, etc.
- Sports
- Technology- can be as simple as an ice box.

Other aspects to consider are what were the streets of New York like in 1920? What fashion was popular at the time of your story? What political and social events were the news of the day? Start by generating a list of questions about what you need to know to give your story historical authenticity. Use both primary and secondary sources to answer those questions, collecting information from texts, documents, maps, letters, further interviews, newspapers and magazines. After completing this

stage of your research, you will write a comprehensive character analysis that discusses important facts, moments, and influences upon your main character during the time period. Essentially, you are creating through factually research an actual individual in the time period selected. This should be three pages typed in addition to notes and a works cited. The information will be incorporated into your final story. These pages should be kept in your binder.

Step four: write an original short story that combines family/community experience, historical fact and literary techniques. The setting and main character(s) and action will be drawn, as much as possible, directly from your interviews. As a creative writer, you will decide the style and content of the story (consider both psychological realism and naturalism as models). Employ various literary techniques to help tell your story, including dialogue, symbol, metaphor, description, imagery, narrator's comments, inner thoughts, and irony. As you write, more historical questions will arise. Continue your historical research to ensure that your "fiction" is grounded in historical fact.

Step five: Explanatory notes- you will identify sections in your story that are based on facts found in your research. These sections will have a number placed at the end of the sentence which references your explanatory notes page(s).

For example:

The weight of Tom's navy uniform made it difficult for him to continue swimming.ⁱ However, the vision of his young daughters face gave him the strength to continue on.

A better example:

He drove up the driveway in a red mustang.ⁱⁱ

At the end of the paper you will have a list of inserted endnotes. In your endnote you will include the historical information pertaining to your sentence.

ⁱ A denim fatigue uniform was worn by most navy personnel while on board ship in WWII, and they were bell-bottoms.

ⁱⁱ The Ford mustang, the most popular car model in 1964, symbolizes the greater freedom and mobility Americans enjoyed in this period, one which is marked by the recent establishment of the interstate highway system.

The final paper must be submitted to [turnitin.com](https://www.turnitin.com)

SEMESTER 2/QUARTER 3-4 PROJECT: REFLECTION ON AMERICA

Semester Two Project/Final Exam

Directions: For each of the following essay prompts, draft a 10- to 12-page essay using MLA style. You should support your essay's thesis, reasons, and ideas using well-selected evidence from your selected sources.

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1. The notion of “The American Dream” continues to be a powerful and attractive idea for our nation’s citizens—the citizens of the past, the present, and those future Americans currently residing in distant lands. Certainly you are aware of the existence of this “national dream,” regardless of how you view it and regardless of how much you value it. Moreover, though your conception of this dream may be different than your neighbor’s, you recognize that for a collective dream to be meaningful it must reflect certain identifiable desires shared by many.

So, considering that you have spent the school year studying the foundation, the development, and the cultural traditions of your nation, you are now asked to investigate the foundation, development, and traditions of your nation’s “dream.”

After drafting an introduction that features a comprehensive definition of The American Dream, use your selected historical event, novel, and artwork (as well as examples from your studies in this interdisciplinary program) to support your response to the following question:

How have events in our nation’s history—as well as our traditions in both literature and in art—strengthened, contradicted, reflected, or produced this notion of “The American Dream”?

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2. In 1630, as the freedom-seeking Puritans neared the shores of New England aboard the *Arbella*, John Winthrop drafted “A Modell of Christian Charity,” from which we

remember the lines, “For we must consider that we shall be as a city upon a hill...the eyes of all people are upon us.”

In declaring this, Winthrop was setting the stakes very high; his words served as a challenge to his people to “be knit together” in creating a model community deserving of God’s blessing. If they failed to do so, if they “[dealt] falsely with [their] God” with the eyes of the world upon them, they would, according to Winthrop, bring themselves great shame.

With this as your context, use your selected historical event, novel, and artwork (as well as examples from your studies in this interdisciplinary program) to support your response to the following question:

How successfully has our nation developed and maintained attributes that would qualify it as a model society, a “city upon a hill”?

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3. At the outset of your study of American history and American literature, you encountered examples of values that were not held by all Americans. You studied historical movements and literary texts that featured, at their core, the quest for spiritual rewards. At the same time, you studied movements and texts in which the quest for material riches was the primary concern.

Certainly you remember identifying other examples of such “competing values” (tame/wild; freedom/authority; individual/community). Here, you are asked to select one pair of “competing values” that you deem as useful in examining the development of your nation, one for which examples can be found within your selected sources.

Then, using your selected historical event, novel, and artwork (as well as examples from your studies in this interdisciplinary program) as supporting evidence, draft a response to the following question:

What does the clash of your chosen competing values reveal about twentieth-century America?

SECTION III - Goals and Standards

Academic Expectations from Mission Statement

1. Read actively and critically for a variety of purposes.
2. Write effectively.
3. Listen actively and critically.
4. Access and evaluate multi-media and print information efficiently and critically.

300 American Literature Goals

The goals of The America Literature 300 course mirror those of the Darien Public Schools, but extend beyond those over-arching goals to specific ones intended to build upon the work done by students and teachers in the primary and middle school grades and to prepare students for the new challenges and expectations of both high school and college courses. These additional goals are the following:

1. To read literature from the history of the American canon in order to explore the development of American thought and culture throughout American history.
2. To make connections between texts throughout American literature.
3. To make connections between texts within U.S. History
4. To recognize similarities and purposes between texts in both literature and history.
5. To recognize links between personal experience and texts from the development of the American culture.
6. To explore how the identity of American culture and society has developed through close textual reading and interpretation.
7. To explore how critical theories, such as Romanticism, Realism, Modernism, etc., affects the interpretations of texts.
8. To identify in specific texts elements or aspects of the American identity from that particular history time period.
9. To identify in specific texts how these aspects of American identity are communicated within in a narrative through plot, conflicts, symbols, narrative structure, and characters.

10. To read materials and literature that challenge both reading and thinking skills.
11. To continue to develop methods of inquiry for enjoying, studying, discussing, and writing about literature.
12. To encourage close textual reading as a means to recognize, analyze, and defend arguments concerning the development and comparison of stages of the American identity in various works.
13. To continue to develop the skill of selecting relevant pages of lines that support one's opinions and to quote and cite accurately and appropriately.
14. To distinguish between content and style, and different narrative, forms and perspectives throughout the chronology of American literature.
15. To explore the role of language in our lives and in the literature we read.
16. To explore the connection between our current identity as Americans and the development of the literature and history of our nation.
17. To understand the role of language in the construction of imagery, metaphor, narrative structure, as well as political and social events and actions.
18. To respond to written, visual and musical works through analytical, narrative, and poetic writing.
19. To defend in both class discussion and writing feelings provoked by words.
20. To create a community of listeners who work individually and collaboratively to build reading

Darien Public Schools' K-12 Curricular Language Arts Goals

The overarching goal of the Darien Public Schools' Language Arts Program is to produce students capable of demonstrating the highest levels of communication proficiency and fluency in reading, writing, speaking, and listening.

Basic Assumptions, Instructional Principles, and Teaching Strategies

1. Students come to school with different levels of knowledge and skill upon which further learning will be based. While specific language skills are initially taught to all students through direct instruction, students acquire more sophisticated levels of communication through the integration of the four primary language arts components in a variety of interrelated and interdependent activities and experiences.
2. Skillful communication, however, is more than a working knowledge of the primary language arts components. It is the composite of all acquired skills, achieved through the proficient use of the reading, writing, speaking, and listening components.
3. When students are immersed in an atmosphere that supports a love of learning, and engaged in topics that interest them, learning how to communicate skillfully occurs in a natural, integrated way.
4. Language arts learning is enhanced when students are provided with a language-rich environment and given opportunities to communicate in a variety of ways.
5. Language arts instruction must be imbedded in all curriculum areas.

6. Excellent communication models for students are essential for continued growth at all grade levels. Models of appropriate student and professional writing and speaking provide examples for students to emulate; they also set challenging standards for students to meet.
7. A wide variety of high quality literature, both fiction and non-fiction, must be read.
8. Building upon students' existing knowledge on a topic is a fundamental means of engaging students in reading, writing, speaking, and listening.
9. Drawing upon students' current base of knowledge by challenging them to analyze, anticipate, and predict information and themes found within their reading develops readers who come to understand and relate to what they read.
10. The most effective way to teach writing systematically is as a process: brainstorming, composing, conferring, revising, editing, and polishing for others to read.
11. The teaching of writing should focus on the process of writing as a means toward an end: developing clear, thoughtful, polished pieces of writing.
12. The development of strong, basic language skills (e.g. grammar, punctuation, phonics, vocabulary, and spelling) is an essential part of the language arts program. Skill development is best addressed by a combination of direct instruction and individual instruction within the context of each student's own reading and writing experiences.
13. Speaking and listening skills need to be addressed in all grade levels. Students need opportunities to speak confidently and proficiently in informal and formal settings appropriate to grade level; they need to become adept at listening for ideas and information, tone and point of view.
14. The effective use of technological resources is an important part of developing students' skills in research and communication.
15. The Language Arts Program and its stated goals must be supported by all staff throughout the District. Regular communication among staff members and administration, as well as District support of appropriate ongoing staff development activities, is essential.

The Connecticut Framework: K-12 Curricular Goals and Standards

1. Reading and Responding. Students will read and respond in individual, literal, critical, and evaluative ways to literary, informational, and persuasive texts.
2. Producing Texts. Students will produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.
3. Applying English Language Conventions. Students will apply the conventions of standard English in oral and written communication
4. Exploring and Responding to Texts. Students will use the language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.

National Standards for the English Language Arts (sponsored by NCTE and IRA):

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

SECTION IV – Learning Resources

The following is a list of primary supplementary resources used in this course:

Primary Print Resources

John Smith: selected excerpts

William Bradford: selected excerpts

Ann Bradstreet: selected poems

Benjamin Franklin: selections from “The Autobiography”, Aphorisms, other excerpts

Thomas Jefferson: “Declaration of Independence”

Thomas Paine: excerpts from “The Crisis”

Patrick Henry: excerpts from “Speech to the Virginia Convention”

Jonathan Edwards

Nathaniel Hawthorne: The Scarlet Letter

Herman Melville: selected excerpts

William Cullen Bryant: “Thanatopsis”, “To A Waterfowl”, and selected poems

Washington Irving: “Rip Van Winkle”, “The Legend of Sleepy Hollow”

Edgar Allan Poe: selected poems, short stories, and excerpts from essays.

Ralph Waldo Emerson: “Self-Reliance”, “American Scholar”, excerpts from selected essays

Henry David Thoreau, excerpt from *Walden* and *Civil Disobedience*

Mark Twain, The Adventures of Huck Finn

Kate Chopin: “Story of an Hour”

Charlotte Perkins Gilman: “Yellow Wallpaper”

Edith Wharton: “The Journey”, “Roman Fever”

Sarah Orne Jewett: selected readings

Frank Norris: selected readings

Stephan Crane: “Open Boat” and selected poems

Jack London: “To Build A Fire”

Ernest Hemingway: A Farewell to Arms

F. Scott Fitzgerald: The Great Gatsby

Arthur Miller: “Death of a Salesman”

**All of the material available in the class textbook, as well as supplemental readings by those same authors, may be used in the course.

Movies:

Glory

An American Tail

Guess Who’s Coming to Dinner

All That Jazz

The Graduate

Visual Arts

Robert Hughes’ American Visions video series
