

11th grade American Literature ~

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	September	October/ November	December	January/ February	March/April	May/June
Textbook Chapters	<i>The Crucible</i>	<i>Adventures of Huckleberry Finn</i>	<i>The Trojan Women/ Harlem Renaissance</i>	<i>The Great Gatsby</i>	<i>The Woman Warrior</i>	Macbeth
Other Major Readings/	<i>Examination of Sarah Good</i> (court document)	<i>Invisible Man</i> excerpt, From <i>Narrative of the life of Frederick Douglass, an American Slave</i> by Frederick Douglass; from <i>The Autobiography of Mark Twain</i> by Mark Twain; from <i>Walden</i> by Henry David Thoreau	<i>Harlem Renaissance Reader</i> ; "A Black Man Talks of Reaping"; "Primer for Blacks"; poetry of Hughes, Cullen, McKay, and other HR poets	"Nothing Gold Can Stay" by Robert Frost; "I Hear America Singing" by Walt Whitman; "Success is Counted Sweetest..." by Emily Dickinson; "Richard Cory" by Edward Arlington Robinson; "anyone lived in a pretty how town" by e. e. cummings	"What is an American?" Michel-Guillaume & Jean de Crèvecoeur; "Suzie Wong Doesn't Live Here" by Diane Mei Lin Mark; "Sure You Can Ask me a Personal Question" by Diane Burns	"Deciding" by Wendy Wilder Larsen & Tran Thi Nga; "A Black Man Talks of Reaping"; "Primer for Blacks"; "Revolutionary Dreams" by Nikki Giovanni;
Essential Questions	How do the experiences of women differ from those of men?	What is a hero? What defines civilization?	How do the experiences of women differ from those of men?	Do we deserve the consequences of our questionable actions? Does excess lead to decay? What is the American Dream?	How do the experiences of women essentially differ from those of men? How does ethnicity affect human development?	What is a hero? How do the experiences of women differ from those of men?
Standards	1.1 Students use appropriate strategies before, during and after reading in order to construct meaning. 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation. 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text. 1.4 Students communicate with others to create interpretations of written, oral and visual texts. 2.1 Students recognize how literary devices and conventions engage the reader. 2.2 Students explore multiple responses to literature. 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought. 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.			3.1 Students use descriptive, narrative, expository, persuasive and poetic modes. 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task. 4.1 Students use knowledge of their language and culture to improve competency in English. 4.2 Students speak and write using standard language structures and diction appropriate to audience and task. 4.3 Students use standard English for composing and revising written text.		
Major Skills	Reading Critically (literary analysis) Writing Clearly and Effectively (mechanics of writing) Thinking Critically (content knowledge)					
Themes/ Topics	Truth Justice Sin Religion Good and Evil	Courage Equality Truth Experience Wisdom Slavery	Women's Roles Equality Power Wisdom	Truth Fate Power Love Compassion	Women's Roles Equality Wisdom Experience Language	Women's Roles Fate Power Ambition Honor
Trips / Guest Speakers	Hartford Stage	Mark Twain House			Sunken Garden Poetry Outreach Program/ Hill-Stead Museum	
Coached Projects	Comparative Trials Project	Is Huck Finn Canon Worthy? research paper	Feminism Essay	Gatsby's Grapes Essay (History/ English collaboration) American Dream Project	Quest Archetype (Hero's Journey) Essay	Decades Project
Seminars	The Perils of Indifference	The "N" Word Excerpts from <i>Huck Finn</i> Is Huck Finn Canon Worthy? Mother to Son by Langston Hughes Tired by Fenton Johnson	Ain't I a Woman? By Sojourner Truth The Desolate City by Claude McKay	What is the American Dream?	Gender Roles Vindication of the Rights of Women Excerpts from <i>Woman Warrior</i>	from <i>Strive Toward Freedom</i> by Martin Luther King, Jr.; "Necessary to Protect Ourselves" by Malcolm X; "Thoreau, a Hippie in History" by Delbert Earisman; from <i>Dear America: Letters Home from Vietnam</i> by George Olsen;