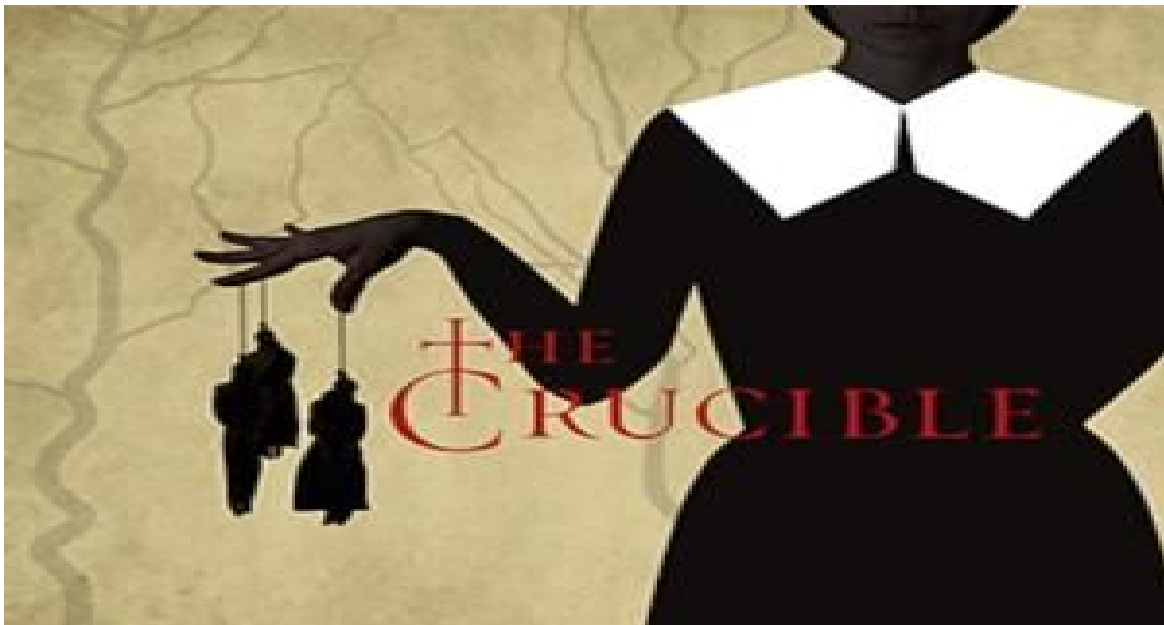


Honors American Literature, Unit 1: Early American Literature

essential understandings: In this unit, you are asked to consider how our concept of an American identity was formed. **What does it mean to identify as American? Where did our ideas about what it means to be American come from? How are stories and literature connected to this identity formation?** Throughout reading The Crucible, students will gain a better understanding of the Salem witch trials and the Puritans. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal. Students will consider the **themes of crime and punishment, individual vs. authority, revenge, and freedom.** Students will be exposed to a different era of American life, showing that many of today's conflicts are not new; they are rooted in our American past. Students will learn about a citizen's responsibilities through John Proctor's personal development.



"Until an hour before the Devil fell, God thought him beautiful in Heaven"

Arthur Miller, The Crucible

overview

An author uses many literary techniques to **show** (and **not tell**) a story. Close reading of a text, with a **specific focus** on **literary techniques** (how the story is told), can help us to uncover an author's intent for writing. Authors may have many hopes for their written words; that they will foster empathy and understanding; that readers will learn from their stories; that their **words will propel social change**. Stories can be important tools for change, understanding the tools authors use will help us to analyze how art and society influence each other and the formation of an individual. *Additionally, stories can be a catalyst for change, and can motivate readers into action.*

We will practise the following skills:

READING

- **Apply information from one text to another**
- **Analyze and synthesize information from multiple sources**
- **Examine and explain alternative perspectives across a variety of sources**

WRITING

- **Construct multiple-paragraph essays that demonstrate synthesis and analysis of complex ideas**
- **Include voice and style in compositions**

lessons

- Introduction: Class rules and procedures, beginning of The Crucible
- Witchcraft and Puritanism, McCarthyism
- Act 1: read, analyze, vocab, study questions.
- Act 2: read, analyze, vocab, study questions
- Act 3: read, analyze, vocab, study questions
- Vocabulary
- Review
- Themes
- Connections to other texts and the world
- Writing Workshops
- Reading Orally

- Creative writing
 - Purposes of writing
 - Informational, persuasive, opinion writing
-

group work Due 9/15

Students, in their assigned groups, must chose and complete one of the following, then present to their classmates:

1. Create a comic or other visual representation of The Crucible. Must be more than 1 image/more than 1 page. Write a paragraph summarizing the text, and explaining how the visual relates, or interprets the text.
 2. Create a presentation using nonfiction sources to explain the links between The Crucible and McCarthyism. Must be at least 5 minutes long, and include original work. You can NOT just cut and paste information into PPT slides. Be original!
 3. Using the app “Splice” (or any other media) create a presentation that focuses on some of the common motifs/themes in the readings. Share with the class.
 4. Make a video of one of the scenes from the play.
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individual work

- Students will complete “Study Questions” for each of the acts from The Crucible. Some are multiple choice, while others are short answer. These will be handed out and done primarily in class. **Due 8/25, 8/29, 9/1, 9/8, 9/12**
- Individual Reading and Response Notebook- In addition to the daily notes taken in class, students will begin a notebook that they will use to make annotations on the independent reading they do each day at the start of class. Students may choose from one of a list of approved supplementary texts, or they may choose their own text, provided they have obtained PRIOR APPROVAL from Ms. Luken. Additionally, some days Ms. Luken will have assigned readings for this notebook. **Due 8/29, 9/1, 9/8, 9/12, 9/15, 9/19, 9/22, 9/26, 9/29, 10/3, 10/6, 10/10, 10/13, 10/17, 10/20**

- Annotated Notes- A summary of the day's lesson/terms, vocabulary words and their definitions, annotations on class readings. **Due 8/29, 9/1, 9/8, 9/12, 9/15, 9/19, 9/22, 9/26, 9/29, 10/3, 10/6, 10/10, 10/13, 10/17, 10/20**

- There will be **3 writing assignments in this unit**, each with the purpose of informing, persuading or having students express personal opinions.

1. The first assignment is to inform: students write a composition based upon their theme topics. 5 paragraph minimum, due 9/22.

2. The second assignment is to persuade: students are given a choice of letters to write from one character to another, persuading him or her to do something, due 10/3.

3. The third assignment is to give students a chance to simply express their own opinions: students write a composition explaining who, in their opinion, is responsible for the Salem witch trials.

- Nonfiction Reading Assignment and Presentation: Students are required to read a piece of nonfiction related in some way to The Crucible. Articles could be about witchcraft, Puritanism, theocracies, our judicial system, trial transcripts, etc. After reading their nonfiction pieces, students will create a multimedia presentation to share the new information they have learned with the class. Students must have nonfiction reading approved by Ms. Luken prior to selecting their final choice.
Due 9/19

assessments

Unit Test **10/20**

Socratic Seminar **10/20**

class readings

The Crucible Arthur Miller

individual readings--choose one for individual reading and response time--

New Marvel Pilot Features Mexican American Lead:

<http://remezcla.com/film/victor-mancha-hulu-pilot-runaways-marvel/>

Las Patronas:

<http://remezcla.com/lists/culture/las-patronas-mexico-photo-essay/>

It Would Take 228 Years for Black Families to Amass Wealth of White Families:

<http://blogs.wsj.com/economics/2016/08/09/it-would-take-228-years-for-black-families-to-amass-wealth-of-white-families-analysis-says/>

Multicultural Britain:

http://www.bbc.co.uk/history/british/modern/dabbott_01.shtml

Do Children Still Need to Read the Classics of English literature?:

<http://www.bbc.com/news/education-34341656>

Why the Real Problem isn't #oscarssowhite:

<http://www.cnn.com/2016/02/23/opinions/oscars-so-gray-seymour/>

Hollywood still 'straight, white, boys' club', finds major diversity survey:

<http://www.theguardian.com/film/2016/feb/22/major-study-hollywood-endemic-diversity-crisis>

Racist abuse won't stop me from seeking more diversity in children's literature:

<http://www.theguardian.com/commentisfree/2014/aug/27/racist-abuse-diversity-in-childrens-literature>

The value of storytelling:

<http://www.npr.org/templates/transcript/transcript.php?storyId=286225903>

Multicultural Books Offer Diverse Reading Experience:

<http://www.npr.org/templates/story/story.php?storyId=12093236>

Multiculturalism Explained in One Word HAPA:

<http://www.npr.org/2008/08/18/93690045/multi-culturalism-explained-in-one-word-hapa>

An 11 Year Old's Drive is 1000 Black Girl Books:

<http://www.wsj.com/articles/an-11-year-olds-drive-is-1000blackgirlbooks-1456535514>

“Always Running”

<http://www.csudh.edu/ccauthen/570f15/Rodriguez-Running.pdf>

“Drown”

<https://eng1301blog.files.wordpress.com/2012/11/junot-diaz-drown.pdf>

“This is How You Lose Her”

<http://gerwazy.lo3.wroc.pl/~stasio/tlh.pdf>

“Monstro”

<http://www.newyorker.com/magazine/2012/06/04/monstro>

The Kite Runner

<http://www.thehazeleyacademy.com/wp-content/uploads/2014/07/IB-English-The-Kite-Runner-Full-Text.pdf>

The Reluctant Fundamentalist

<https://vusc-english.wikispaces.com/file/view/Moshin+Hamid+-+The+Reluctant+Fundamentalist.pdf>

Identity formation:

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=storied-identities.pdf&site=15>

links

<http://gjs.appstate.edu/social-justice-and-human-rights/what-social-justice>

<http://gender.stanford.edu/news/2013/why-literature-matters-social-justice>