

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: English 11 **Unit Name:** Puritan Literature

Quality Core Objectives:

Unit 1 Introduction to English 11: Persuading with Style	
A.1. Reading Across the Curriculum	a. Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)
	b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
A.4. Influences on Text	a. Explain the relationship between the time in which a literary work is set, the time during which the author wrote, and the time in which the reader reads (e.g., Arthur Miller's play <i>The Crucible</i> as a comment on the McCarthy era)
A.5. Author's Voice and Method	a. Critique the effectiveness of the organizational pattern (e.g., comparison/contrast, cause/effect, problem/solution) and how clarity of meaning is affected by the writer's techniques (e.g., repetition of ideas, syntax, word choice) in increasingly challenging texts
	g. Evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme; cite specific examples from increasingly challenging texts
A.6. Persuasive Language and Logic	a. Distinguish between valid and invalid arguments; provide evidence to support the author's findings; and note instances of unsupported inferences, fallacious reasoning, and propaganda techniques used in literature, film, advertising, and/or speeches
	c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources
	d. Distinguish between fact and opinion, basing judgments on evidence and reasoning
B.1. Writing Process	a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
	b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a speech to inform versus a speech to persuade)
	c. Create and use various tools (e.g., rubrics, checklists, models, writing conferences) to revise, refine, edit, and proofread own and others' writing, using appropriate rhetorical, logical, and stylistic criteria for assessing the final versions of compositions

B.2. Modes of Writing for Different Purposes and Audiences	c. Craft first and final drafts of persuasive papers that articulate a clear position; support assertions using rhetorical devices, including personal anecdotes and appeals to emotion or logic; and develop arguments using a variety of methods
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
	c. Add important information and delete irrelevant information and details to more clearly establish a central idea
	d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes
	e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
B.4. Sentence-Level Constructions	a. Recognize and correct errors that weaken writing, including nonparallel structure, shifts from active to passive voice, misused modifiers, and awkward sentence construction
	b. Combine phrases and clauses to create sentences of varying lengths and sophistication (e.g., simple, compound-complex, balanced, periodic, cumulative) and to coordinate or subordinate meaning for effect
	c. Use parallel structure to present items in a series and items juxtaposed for emphasis
	d. Evaluate own sentence style by identifying common sentence patterns and constructions
	g. Use strong action verbs, sensory details, vivid imagery, and precise words
B.5. Conventions of Usage	a. Correctly spell commonly misspelled/confused words
	b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
	c. Make subject and verb agree in number, even when a phrase or clause between the two suggests a different number for the verb
	d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
	e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
	f. Correctly use parts of speech
B.6. Conventions of Punctuation	a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
	b. Use punctuation correctly within sentences and words
	c. Demonstrate correct use of capitalization
D.2. Applications	g. Actively participate in small-group and large-group discussions, assuming various roles

E.	Study Skills and Test Taking	a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted
		b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork
		d. Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

Purpose of the Unit:

Introduce/enhance rhetorical devices/skills of coordination, Ethos/Pathos/Logo, shift, syntax, extended metaphor, repetition, allusion, juxtaposition, and thesis construction using texts from and connecting to Puritanism and Calvinism\

Prerequisites:

Annotation skills, introduction to /Pathos/Logo, shift, syntax, extended metaphor, repetition, allusion, and thesis construction.

	Lesson Content, Objectives, and Focus Skill	Tasks/Procedures		Engagement	Assessment and/or Accommodations
		Routine/Low Level	Critical Thinking (High Yield / Literacy /LTF/etc.)		
1	Introduction to Puritanism Talyor’s “Huswifery” A.4.a, A.5.a, A.5.g, A.6.c, B.5.f, E.a Construct commentary using Sadlier Oxford target words Examine Puritan poetry for universal ideals using rhetorical analysis	<ul style="list-style-type: none"> Vocabulary in context bell ringer 	<ul style="list-style-type: none"> Annotation 	<ul style="list-style-type: none"> Clear modeled expectations Personal response Emotional/ intellectual safety 	AP Accommodation: Exam over summer reading Special Education Accommodations: Reader, manipulatives, paraphrasing, modeling, extended time, modified or shortened assignment, prompting and cueing
2	Taylor’s “Catching a Spider” A.4.a, A.5.a, A.5.g, A.6.c, D.2.g, B.5.f Construct commentary using Sadlier Oxford target words Examine Puritan poetry for universal ideals using rhetorical analysis	<ul style="list-style-type: none"> Vocabulary in context bell ringer Discussion 	<ul style="list-style-type: none"> Group work: graphic representation of a written text 	<ul style="list-style-type: none"> Personal response Emotional/ intellectual safety Learning with others 	AP Accommodation: students will construct a thesis according to the analysis model Special Education Accommodations: Prompting and cueing, paraphrasing, reader, repetition, manipulatives, use of technology
3	Edwards’ “Sinners in the Hands of an Angry God” A.4.a, A.5.a, A.5.g, A.6.a, A.6.c, A.6.d, B.5.f, E.a Construct commentary using Sadlier Oxford target words Interrupt Puritan prose in terms of rhetorical devices	<ul style="list-style-type: none"> Vocabulary in context bell ringer 	<ul style="list-style-type: none"> Annotation 	<ul style="list-style-type: none"> Clear modeled expectations Personal response Emotional/ intellectual safety 	AP Accommodation: Rhetorical Devices Tool Bag Special Education Accommodations: Prompting and cueing, paraphrasing, graphic organizer, reader, manipulatives, use of technology
	Conclude “Sinners...”	<ul style="list-style-type: none"> Vocabulary in 	<ul style="list-style-type: none"> Complete Annotation 	<ul style="list-style-type: none"> Personal 	Special Education Accommodations:

<p>4</p>	<p>Vocabulary enrichment A.4.a, A.5.a, A.5.g, A.6.a, A.6.c, A.6.d, B.5.f, D.2.g, E.a Construct commentary using Sadlier Oxford target words Interrupt Puritan prose in terms of rhetorical devices Analyze unfamiliar texts in terms of vocabulary, structure, style, and organization</p>	<p>context bell ringer</p>	<ul style="list-style-type: none"> • “Apples to Apples” vocabulary to literary skills 	<p>response</p> <ul style="list-style-type: none"> • Emotional/ intellectual safety • Learning with others 	<p>Paraphrasing, prompting and cueing, repetition, reader, reduced or modified assignment, manipulatives, use of technology</p>
<p>5</p>	<p>Bradstreet “Upon the Burning of Our House” “Billy Joel” Resource Card A.4.a, A.5.a, A.5.g, A.6.c, B.5.f, E.a Construct commentary using Sadlier Oxford target words Examine Puritan poetry for universal ideals using rhetorical analysis</p>	<ul style="list-style-type: none"> • Finding Shift bell ringer • Discussion 	<ul style="list-style-type: none"> • Annotation • Resource Card on Article 	<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	<p>Assessments: Thesis statement based on shift Resource card Special Education Accommodations: Reader, paraphrasing, prompting and cueing, manipulatives, use of technology</p>
<p>6</p>	<p>Vocabulary Assessment: Unit 1 A.4.a, A.5.a, A.5.g, A.6.a, A.6.d, A.6.c, B.4.a, B.4.b, B.4.d, B.5.e., B.6.b, B.5.f, E.a, E.b, E.d Construct commentary using Sadlier Oxford target words</p>	<ul style="list-style-type: none"> • Assign reading in <u>How to Read...</u> to be done silently after test/for homework 		<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	<p>Assessment: Vocabulary Unit 1 Special Education Accommodations: Reader, extended time (time and ½), prompting and cueing, paraphrasing, chunking, manipulatives, use of technology</p>

7	<p><u>How to Read Literature Like a Professor:</u> Chapters 6 & 7 A.4.a, A.5.a, A.5.g, A.6.c, B.4.a, B.4.b, B.4.d, B.5.e., B.6.b, B.5.f, E.a Analyze unfamiliar texts in terms of vocabulary, structure, style, and organization</p>	<ul style="list-style-type: none"> • ACT bell ringer • Discussion 	<ul style="list-style-type: none"> • Enhance discussion with video (moving visual text), article, and excerpts • Thesis work 	<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	<p>Special Education Accommodations: Reader, paraphrasing, prompting and cueing, scribe, manipulatives, use of technology</p>
8	<p>Hugh's "Salvation" A.4.a, A.5.a, A.5.g, A.6.c, D.2.g, B.4.a, B.4.b, B.4.d, B.5.e., B.6.b, B.5.f, D.2.g, E.a Defend Puritan influence on connecting texts</p>	<ul style="list-style-type: none"> • ACT bell ringer • Exit Slip: thesis 	<ul style="list-style-type: none"> • Group annotation: rhetorical analysis 	<ul style="list-style-type: none"> • Personal response • Emotional/ intellectual safety • Learning with others 	<p>Special Education Accommodations: Reader, prompting and cueing, paraphrasing, manipulatives, use of technology</p>
9	<p><i>Captivity Narrative of Mary Rowlandson</i> A.4.a, A.5.a, A.5.g, A.6.a, A.6.c, A.6.d, B.1.a, B1b, B.1.c, B.2.c, B.3.a, B.3.b, B.3.c, B.3.d, B.3.e, B.4.a, B.4.b, B.4.c, B.4.d, B.4.g, B.5.a, B.5.b, B.5.c, B.5.d, B.5.e, B.6.a, B.6.b, B.6.c, B.5.f, D.2.g, E.a Interrupt Puritan prose in terms of rhetorical devices Juxtapose cultural value systems of non-natives experiences</p>	<ul style="list-style-type: none"> • ACT bell ringer 	<ul style="list-style-type: none"> • Roskelly Group Work 	<ul style="list-style-type: none"> • Personal response • Emotional/ intellectual safety • Learning with others 	<p>Special Education Accommodations: Reader, paraphrasing, prompting and cueing, manipulatives, use of technology</p>
	<p><i>Captivity Narrative of Mary Rowlandson</i> A.4.a, A.5.a, A.5.g, A.6.a,</p>	<ul style="list-style-type: none"> • ACT bell ringer 		<ul style="list-style-type: none"> • Clear modeled expectations • Personal 	<p>Special Education Accommodations: Reader, paraphrasing, prompting and cueing, manipulatives, use of</p>

<p>10</p>	<p>A.6.d, A.6.c, B.4.a, B.4.b, B.4.d, B.5.e., B.6.b, B.5.f, E.a Interrupt Puritan prose in terms of rhetorical devices Juxtapose cultural value systems of non-natives experiences</p>			<p>response</p> <ul style="list-style-type: none"> Emotional/ intellectual safety 	<p>technology</p>
<p>11</p>	<p><i>The Interesting Narrative of the Life of Olaudah Equiano</i> A.4.a, A.5.a, A.5.g, A.6.a, A.6.d, A.6.c, B.4.a, B.4.b, B.4.d, B.5.e., B.6.b, B.5.f, E.a Juxtapose cultural value systems of non-natives experiences</p>	<ul style="list-style-type: none"> ACT bell ringer 	<ul style="list-style-type: none"> Visual text analysis 	<ul style="list-style-type: none"> Clear modeled expectations Personal response Emotional/ intellectual safety 	<p>Special Education Accommodations: Reader, paraphrasing, prompting and cueing, manipulatives, use of technology</p>
<p>12</p>	<p><i>The Interesting Narrative of the Life of Olaudah Equiano</i> A.4.a, A.5.a, A.5.g, A.6.a, A.6.d, A.6.c, B.4.a, B.4.b, B.4.d, B.5.e., B.6.b, B.5.f, E.a Juxtapose cultural value systems of non-natives experiences</p>	<ul style="list-style-type: none"> ACT bellringer 		<ul style="list-style-type: none"> Clear modeled expectations Personal response Emotional/ intellectual safety 	<p>Special Education Accommodations: Reader, paraphrasing, prompting and cueing, manipulatives, use of technology</p>

<p>13</p>	<p><i>Captivity Narrative of Mary Rowlandson to The Interesting Narrative of the Life of Olaudah Equiano</i> A.4.a, A.5.a, A.5.g, A.6.a, A.6.d, A.6.c, B.4.a, B.4.b, B.4.d, B.5.e., B.6.b, B.5.f, E.a Juxtapose cultural value systems of non-natives experiences</p>	<ul style="list-style-type: none"> • ACT bellringer 	<ul style="list-style-type: none"> • Comparative analysis 	<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	<p>Special Education Accommodations: Reader, paraphrasing, prompting and cueing, manipulatives, use of technology</p>
<p>14</p>	<p>Vocabulary enrichment and ACT practice A.4.a, A.5.a, A.5.g, A.6.a, A.6.d, A.6.c, B.4.a, B.4.b, B.4.d, B.5.e., B.6.b, B.5.f, E.a Analyze unfamiliar texts in terms of vocabulary, structure, style, and organization</p>	<ul style="list-style-type: none"> • ACT bellringer 		<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	<p>Special Education Accommodations: Reader, paraphrasing, prompting and cueing, manipulatives, use of technology</p>
<p>15</p>	<p>Vocabulary Assessment: Unit 2 A.1.a, A.1.b, A.4.a, A.5.a, A.5.g, A.6.a, A.6.d, A.6.c, B.4.a, B.4.b, B.4.d, B.5.e., B.6.b, B.5.f, E.a, E.b, E.d Construct commentary using Sadlier Oxford target words</p>	<ul style="list-style-type: none"> • Reading non-fiction text of choice for file archive 		<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	<p>Assessment: Vocabulary Unit 2 Reader, paraphrasing, prompting and cueing, modified assignment, extended time (time and ½), chunking, manipulatives, use of technology</p>
<p>16</p>	<p>“Seeing England for the First Time” (connecting text) A.4.a, A.5.a, A.5.g, A.6.a,</p>	<ul style="list-style-type: none"> • ACT bellringer 		<ul style="list-style-type: none"> • Clear modeled expectations • Personal response 	<p>Special Education Accommodations: Reader, paraphrasing, prompting and cueing, manipulatives, use of technology</p>

	A.6.d, A.6.c, B.4.a, B.4.b, B.4.d, B.5.e., B.6.b, B.5.f, E.a Defend Puritan influence on connecting texts Juxtapose cultural value systems of non-natives experiences			<ul style="list-style-type: none"> Emotional/ intellectual safety 	
17	Orwell's "Shooting an Elephant" (connecting text) A.4.a, A.5.a, A.5.g, A.6.a, A.6.d, A.6.c, B.4.a, B.4.b, B.4.d, B.5.e., B.6.b, B.5.f, E.a Juxtapose cultural value systems of non-natives experiences	<ul style="list-style-type: none"> ACT bellringer 		<ul style="list-style-type: none"> Clear modeled expectations Personal response Emotional/ intellectual safety 	Special Education Accommodations: Reader, paraphrasing, prompting and cueing, manipulatives, use of technology
18	Orwell's "Shooting an Elephant" (connecting text) continued A.4.a, A.5.a, A.5.g, A.6.a, A.6.d, A.6.c, B.4.a, B.4.b, B.4.d, B.5.e., B.6.b, B.5.f, E.a Defend Puritan influence on connecting texts Juxtapose cultural value systems of non-natives experiences	<ul style="list-style-type: none"> ACT bellringer 		<ul style="list-style-type: none"> Clear modeled expectations Personal response Emotional/ intellectual safety 	Special Education Accommodations: Reader, paraphrasing, prompting and cueing, manipulatives, use of technology
19	Act Prep and Visual Rhetoric A.4.a, A.5.a, A.5.g, A.6.a, A.6.d, A.6.c, B.4.a, B.4.b, B.4.d, B.5.e., B.6.b, B.5.f,	<ul style="list-style-type: none"> ACT bellringer 		<ul style="list-style-type: none"> Clear modeled expectations Personal response Emotional/ 	Special Education Accommodations: Reader, paraphrasing, prompting and cueing, manipulatives, use of technology

	E.a Analyze unfamiliar texts in terms of vocabulary, structure, style, and organization			intellectual safety	
20	Unit review: Set up for Soto piece used in Unit Assessment A.4.a, A.5.a, A.5.g, A.6.a, A.6.d, A.6.c, B.4.a, B.4.b, B.4.d, B.5.e., B.6.b, B.5.f, E.a Analyze unfamiliar texts in terms of vocabulary, structure, style, and organization	<ul style="list-style-type: none"> • ACT bellringer 		<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	Special Education Accommodations: Reader, paraphrasing, prompting and cueing, manipulatives, use of technology
21	Unit Assessment: Soto excerpt from "A Summer Life" A.4.a, A.5.a, A.5.g, A.6.a, A.6.c, A.6.d, B.1.a, B1b, B.1.c, B.2.c, B.3.a, B.3.b, B.3.c, B.3.d, B.3.e, B.4.a, B.4.b, B.4.c, B.4.d, B.4.g, B.5.a, B.5.b, B.5.c, B.5.d, B.5.e, B.6.a, B.6.b, B.6.c, B.5.f, E.a Analyze unfamiliar texts in terms of vocabulary, structure, style, and organization Defend Puritan influence on connecting texts			<ul style="list-style-type: none"> • Personal response • Emotional/ intellectual safety • Clear modeled expectations • Sense of audience 	Unit Assessment Special Education Accommodations: Reader, paraphrasing, prompting and cueing, modified assignment, extended time (time and ½), chunking, manipulatives, use of technology

