

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: English 11 **Unit Name:** Realism and Regionalism

Quality Core Objectives:

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)
	c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda, forms)
A.2. Reading Strategies	a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
	b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)
	c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions
	d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
	e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework
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)
	b. Analyze and evaluate the influence of traditional and mythic literature on later literature and film (e.g., the quest for the holy grail as depicted in Terry Gilliam's film <i>The Fisher King</i>)
	c. Explain the effects of the author's life upon his or her work (e.g., Alexander Solzhenitsyn's experience in the gulag as reflected in his novel <i>One Day in the Life of Ivan Denisovich</i>)
A.5. Author's Voice and Method	b. Recognize an author's choice of narration and evaluate how it affects characterization and credibility in increasingly challenging texts
	c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts

	<p>e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts</p> <p>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</p>
A.6. Persuasive Language and Logic	b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities
A.7. Literary Criticism	b. Evaluate a work of literature from a variety of perspectives (e.g., applying a feminist perspective to Kate Chopin's novel <i>The Awakening</i>)
A.8. Words and Their History	g. Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language
B.2. Modes of Writing for Different Purposes and Audiences	<p>a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect</p> <p>b. Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject; support the main ideas with facts, details, and examples; and make distinctions about the relative value and significance of those facts, details, and examples</p>
B.3. Organization, Unity, and Coherence	<p>a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing</p> <p>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</p> <p>c. Add important information and delete irrelevant information and details to more clearly establish a central idea</p> <p>d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes</p> <p>e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing</p>
B.4. Sentence-Level Constructions	<p>a. Recognize and correct errors that weaken writing, including nonparallel structure, shifts from active to passive voice, misused modifiers, and awkward sentence construction</p> <p>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</p>
B.5. Conventions of Usage	<p>a. Correctly spell commonly misspelled/confused words</p> <p>b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity</p> <p>c. Make subject and verb agree in number, even when a phrase or clause between the two suggests a different number for the verb</p> <p>d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)</p>

	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. Application	b. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
	c. Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
	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

Purpose of the Unit:

This unit will continue to build on areas of analysis and argumentation within literature but will also incorporate rhetorical devices of irony, paradox, hyperbole, understatement, and oxymoron and literary attributes connected with Realism and Regionalism literature.

Prerequisites:

Rhetorical Devices: ethos, pathos, logos, diction, shift, juxtaposition, metaphor, symbol, allusion, parallelism, repetition, diction, syntax, paradox, double entendre, analogy, motif, rhetorical question, anecdote, connotation, hyperbole, understatement, euphemism, and detail/example, tone, oxymoron, irony.

Skills: annotation, thesis construction, argumentation, analysis, essay construction

Daily Lesson Guide

Day	Lesson Content and Daily Focus Questions	Tasks/Procedures		Engagement	Assessment and/or Accommodations
		Knowledge and Comprehension Activities	Critical Thinking (High Yield / Literacy /LTF/etc.)		
1	<p>Introduction to Realism—Edward Arlington Robinson</p> <p>Learning Target: Analyze poetry in terms of the structures and universals of Realism.</p>	Bell Ringer: Vocabulary/ACT-like	Teaching Strategy Used: Guided Practice	<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	Formative Assessment: Annotations
2	<p>close reading of an excerpt <i>The Narrative of the Life of Frederick Douglass</i></p> <p>Learning Target: Evaluate an autobiographical excerpt in terms of Romantic/Realistic elements.</p>	Bell Ringer: Vocabulary ACT-like(Man by Charles White)	Teaching Strategy Used: Annotation/Gallery Walk	<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	Formative Assessment: group annotations
3	<p>close reading of an excerpt <i>The Narrative of the Life of Frederick Douglass & “The Storyteller”</i> by Saki</p> <p>Learning Target: Evaluate an autobiographical excerpt in terms of Romantic/Realistic elements. Analyze a short story within a frame story for rhetorical strategies of irony, paradox, oxymoron, hyperbole, and understatement.</p>	Bell Ringer: Vocabulary ACT-like(Glory—M. Broderick speech)	Teaching Strategy Used: Annotation/Gallery Walk	<ul style="list-style-type: none"> • Personal response • Emotional/ intellectual safety • Learning with others 	Formative Assessment: Glory Rhetorical Triangle
4	<p>close reading “<i>The Sculptor’s Funeral</i>” by Willa Cather</p> <p>Learning Target: Critique short fiction in terms of the rhetorical devices linked to Realism/Regionalism.</p>	Bell Ringer: Vocabulary/ACT-like(Christine’s World—Andrew Wyeth)	Teaching Strategy Used: Character Map	<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	Formative Assessment: exit slip (text to text comparison)
5	<p>close reading “<i>The Sculptor’s Funeral</i>” by Willa Cather</p> <p>Learning Target: Critique short fiction in terms of the rhetorical devices linked to argument in</p>	Bell Ringer: Vocabulary ACT-like(Inherit the Wind—Spencer Tracy)	Teaching Strategy Used: Annotation	<ul style="list-style-type: none"> • Personal response • Emotional/ intellectual safety • Learning with 	Formative Assessment: exit slip(analytical commentary)

	Realism/Regionalism.			others	
6	<p>Close reading “The Case Against Perfection” Learning Target: Support the argument of heredity versus environment in a non-fiction passage.</p>	<p>Bell Ringer: Vocabulary/ACT-like(Scopes editorial Cartoon)</p>	<p>Teaching Strategy : Independent Practice</p>	<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	<p>Assessment: vocabulary quiz</p>
7	<p>close reading of an excerpt <i>The Adventures of Huckleberry Finn/Red Badge of Courage</i> Learning Target: Assess excerpts from Realistic novels in terms rhetorical devices and “coming of age” themes.</p>	<p>Bell Ringer: Vocabulary ACT-like(Huck Finn cartoon traditional)</p>	<p>Teaching Strategy Used: modified Frayer model</p>	<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	<p>AP Accommodation: Assess a Realistic novel in terms of the genre specific rhetorical strategies and stylistic techniques.</p>
8	<p>close reading of an excerpt <i>The Adventures of Huckleberry Finn/Red Badge of Courage</i> Learning Target: Assess excerpts from Realistic novels in terms rhetorical devices and “coming of age” themes.</p>	<p>Bell Ringer: Vocabulary ACT-like(Twain and the Nazis cartoon)</p>	<p>Teaching Strategy Used: modified Frayer model</p>	<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	<p>AP Accommodation: Assess a Realistic novel in terms of the genre specific rhetorical strategies and stylistic techniques.</p>
9	<p>close reading of an excerpt <i>The Adventures of Huckleberry Finn/Red Badge of Courage</i> Learning Target: Assess excerpts from Realistic novels in terms rhetorical devices and “coming of age” themes.</p>	<p>Bell Ringer: Vocabulary/ACT-like(video clip)</p>	<p>Teaching Strategy Used: Character Map</p>	<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	<p>Formative Assessment: exit slip (text to text comparison) AP Accommodation: Assess a Realistic novel in terms of the genre specific rhetorical strategies and stylistic techniques.</p>
10	<p>close reading of an excerpt <i>The Adventures of Huckleberry Finn/Red Badge of Courage</i> Learning Target: Assess excerpts from Realistic novels in terms rhetorical devices and “coming of age” themes.</p>	<p>Bell Ringer: Vocabulary ACT-like(Huck Finn cartoon modern approach)</p>	<p>Teaching Strategy Used: Character Map</p>	<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	<p>AP Accommodation: Assess a Realistic novel in terms of the genre specific rhetorical strategies and stylistic techniques.</p>
11	<p>Text to Text or Novel Test Learning Target: Assess excerpts from Realistic novels in terms rhetorical devices and “coming of age” themes.</p>		<p>Teaching Strategy : independent practice</p>	<ul style="list-style-type: none"> • Clear modeled expectations • Personal response • Emotional/ intellectual safety 	<p>Assessment: Summative Assessment: Text to Text AP Accommodation :Summative Assessment of Novel</p>