

# Course Title: a-g 20th Century Literature 1

**Transcript Title /Abbreviation:**

a-g 20th Cent Lit 1A 1E21020

a-g 20th Cent Lit 1B 1E21021

**Seeking "Honors" Distinction:** No**Subject Area:** English**Category:** English**Grade Level for which this course has been designed:** 9th and 10th**Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)**Is this course classified as a Career Technical Education:** No

## Brief Course Description

The 20th Century American Literature course for 9th and 10th graders at Connecting Waters Charter School is intended to prepare students for the challenging demands of any university English program. Students will explore the writings of Classic American authors by a rigorous study of novels representing 20th century America and the social challenges American's faced. The class will analyze selected works, identifying universal themes, with emphasis on the standards, the American Dream, and how Americans faced the concept of disillusionment. Students will analyze how society influences an author's subject matter and how novels represent the cultures and societies from which they come. Students will develop their English skills via textual analysis, debate topics, and essay topics. Students are expected to examine and interpret various texts and articulate their ideas on various class assignments and topics. Students are expected to perform a high level of critical thinking as they analyze a variety of discussion topics and literary devices.

## Pre-Requisites

## Co-Requisites

## Context for Course (optional)

## History of Course Development (optional)

## Textbooks

### Textbook 1

**Title:** The Call of the Wild**Edition:** Reprint**Publication Date:** 8/4/09**Publisher:** Signet Classics**Author(s):** Jack London**URL Resource:****Usage:** Primary Text

Read in entirety or near entirety

**Textbook 2**

**Title:** Of Mice and Men

**Edition:** Reprint

**Publication Date:** 1/1/67

**Publisher:** Bantom Books

**Author(s):** John Steinbeck

**URL Resource:**

**Usage:** Primary Text

Read in entirety or near entirety

**Textbook 3**

**Title:** To Kill a Mockingbird

**Edition:** Reprint

**Publication Date:** 5/11/10

**Publisher:** Harper

**Author(s):** Harper Lee

**URL Resource:**

**Usage:** Primary Text

Read in entirety or near entirety

**Textbook 4**

**Title:** The House on Mango Street

**Edition:** Reprint

**Publication Date:** 4/3/91

**Publisher:** Vintage

**Author(s):** Sandra Cisneros

**URL Resource:**

**Usage:** Primary Text

Read in entirety or near entirety

**Textbook 5**

**Title:** The Great Gatsby

**Edition:** Reprint

**Publication Date:** 9/15/99

**Publisher:** Columbia University Press

**Author(s):** F. Scott Fitzgerald

**URL Resource:**

**Usage:** Primary Text

Read in entirety or near entirety

**Textbook 6**

**Title:** The Bean Trees

**Edition:** Reprint

**Publication Date:** 9/9/98

**Publisher:** HarperTorch

**Author(s):** Barbara Kingsolver

**URL Resource:**

**Usage:** Primary Text

Read in entirety or near entirety

### **Supplemental Instructional Materials Novels & Plays:**

A Raisin in the Sun, Lorraine Hansberry

Black Like Me, John Griffin

Bury My Heart at Wounded Knee, Dee Brown

The Color Purple, Alice Walker

The Crucible, Arthur Miller

The Death of a Salesman, Arthur Miller

The Joy Luck Club, Amy Tan

Black Boy, Richard Wright

The Scarlet Letter, Nathaniel Hawthorne

In addition, meticulously selected short stories, poems, speeches, and video clips will also be used to supplement various assignments.

### **Course Purpose**

#### **Course Goals and/or Major Student Outcomes**

1. Demonstrate clear and coherent written and oral communication within a wide range of styles.
2. Demonstrate the ability to read and comprehend a wide range of fiction and non-fiction grade appropriate materials.
3. Demonstrate the capability to solve problems and think critically by effectively completing challenging projects and assignments.
4. Demonstrate an understanding of the intricacy of the American Dream and how American society was affected when that dream was replaced with strife and hardship.

### **Course Objectives**

#### **According to Reading/Language Common Core Initiative Standards, Grades 9-10**

1. RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

2. RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
3. RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
4. RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
5. W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
6. W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
7. W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

## **Course Outline Semester One**

### **Units 1-3 From Promise to Bust: A Dream deferred**

**Objectives: Reading:** Students will produce written and oral critical analysis of major literary works of various time periods, analyzing the various perspectives of the formation of American. Readings will be taken from the time frame of the turn of the century up through the great depression. Literature will include novels, plays and excerpts from various movies relative to the time frame. Literature that will be covered will include: (Unit 1) Jack London's *The Call of the Wild*, (Unit 2) John Steinbeck's *Of Mice and Men*, (Unit 3) Harper Lee's *To Kill a Mockingbird*. (RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5).

**Writing:** Emphasis is placed on writing assignments analytical style, focusing on plot structure, literary devices, and theme development.?? Students will write every class period in the form of journal writes. Students will also write several two page textual analysis papers, as well as a 9-15 pages of polished analytical writing. The writing process will be employed for all writing assignments.?? Literature based writing will include the appropriate literary citations and will use MLA formatting. Students begin their semester long writing project. (W.9-10.1, W.9-10.2, W.9-10.5)

**Language study:** Analysis of various literary devices and figurative language elements of standard written English including usage and mechanics.

**Vocabulary Study:** Emphasis in on vocabulary from literature and the SAT word list.

**Method/Activities:** Lecture, class discussion, response journal, rubric scored essays, readings, peer editing, student-teacher conferencing, use of computers, Timed essays, and film clips.

**Key Assignment:** Students will write several essays. In one essay students will have to respond to

literature and support an argument focused on theme. Students must provide textual evidence to support presented premise. Students must also seek to connect theme to our current society. In the second essay students will write a thesis regarding the development of plot structures and use textual evidence to support their argument. The writing process will be employed for all writing assignments. Students will apply relative vocabulary to writing assignments.

## **Semester Two**

### **Unit 4-6: The Pursuit of the American Dream**

**Reading:** Students will examine major literary works representing the concept of freedom and representing the American Dream. Literature will be taken from the early to mid-20th century, and will represent the dream of many groups of Americans. Students will examine how different groups struggled to attain their dreams and how the American Dream varied from group to group. Literature will include selected poems and short stories from these time frames focusing particularly on Emerson, Poe, Twain, Chopin, Hughes, Hawthorne.?? Novels covered will include: (Unit 4) Sandra Cisneros The House on Mango Street, (Unit 5) F. Scott Fitzgerald's The Great Gatsby, (Unit 6) Barbara Kingsolver's The Bean Trees. Communication and speaking skills will be developed through individual presentation of projects and discussions.

**Writing:** Emphasis is placed on writing assignments in concession, compare and contrast essays, and analytical writing. The writing process will be employed for all writing assignments. Literature based writing will include the appropriate literary citations and will use MLA formatting. Students continue to work on their writing project. (W.9-10.1, W.9-10.2, W.9-10.5).

**Key Assignments:** Assignments will include a 4-5 compare and contrast essay on the themes in two of the novels covered in the course. Students will compare the American Dreams represented in the novels. Students will also create a presentation comparing and contrasting the early 20th century to the mid 20th century and present it orally to the class, using textual evidence to support their claims. Students will write a 5-7 page concession essay analyzing a character in The Great Gatsby, demonstrating their ability to analyze a character as well as see both sides of an argument. Lastly, students will write a 5-7 page analysis paper analyzing a text and highlighting literary elements.

**Language study:** Analysis of various literary devices and figurative language elements of standard written English including usage and mechanics

**Vocabulary Study:** Emphasis in on vocabulary from literature and the SAT word list.

**Method/Activities:** Lecture, class discussion, reflective journal, rubric scored essays, readings, peer editing, student-teacher conferencing, use of computers, Timed essays, film clips.

### **Final**

**Assignment: Writing Project:** Students will complete a writing portfolio containing essay examples of fiction, non-fiction, compare and contrast, persuasive and analytical response to literature genres.?? Each writing piece will show evidence students understanding of the writing process

### **Comprehensive Final Examination**

A comprehensive final examination of semester one will be given at the end of the semester. The exam will include: multiple choice, short answer, and essay questions.

## Key Assignments

Key Assignments: Students will be required to submit various assignments relative to the time period of the 20th Century under examination. Students must offer textual evidence to support a tightly reasoned argument on theme. Students must also use the MLA style of notation to support any evidence presented.

There will be several major writing assignments in this course:

- Students will write a 3-5 page response to literature essay that reflects a detailed analysis of the plot and literary devices of the selected fiction novel. Students will have to respond to literature and support an argument focused on theme. Students must provide textual evidence to support presented premise. Students must also seek to connect theme to our current society
- Students will write a 3-5 page thesis regarding the development of plot structures and use textual evidence to support their argument.
- Students will write a 4-5 page compare and contrast essay on the theme of the selected novel, short stories and poems, and the differences in theme between early 20th century text and midcentury text.
- Students will write a 3-5 page compare and contrast essay on the themes in two of the novels covered in the course. Students will compare the American Dreams represented in the novels.?? Students will also create a presentation comparing and contrasting the early 20th century to the mid 20th century and present it orally to the class, using textual evidence to support their claims
- Students will write a 5-7 page concession essay analyzing a character in *The Great Gatsby*, demonstrating their ability to analyze a character as well as see both sides of an argument.
- Students will write a 5-7 page analysis paper analyzing a text and highlighting literary elements.
- Students will be required to deliver a written explication on a selected short story.
- Students will be required to deliver an oral presentation on a selected short story.
- Students will write every class period in the form of journal writes.
- Students will write several two page textual analysis papers
- Students will write 9-15 pages of polished analytical writing

## Instructional Methods and/or Strategies

1. Lecture: Teacher will highlight important literary concepts as they relate to class material as well as cover the necessary state standards.
2. Discussions: Students will be required to study class material and engage and meaningful and well thought discussions.?? Students will be required to discuss, debate, and create original thought while using material from the class to support their ideas.
3. Collaborative Learning: Students and teacher will work together to solve problems and come to conclusions regarding novel study.?? Through collaborative learning students will be responsible to not only learn the material, but also to help their classmates learn the material as well.

4. Class Projects (independent, peer, group): Students will engage in assignments that require multi-stage directions and require the student to monitor their progress as the progress through the stages of an assignment.?? Class projects will ask students to approach curriculum from several different directions, using many learning styles.
5. Peer Response: Through the peer edit process, students will provide each other with meaningful feedback regarding class essays and assignments.
6. Oral Presentation/Speaking: Students will be asked to present their ideas about class material orally to the class.
7. Journals: Journal prompts, done during each class period, will ask students to reflect on subject matter as well as explore their feelings about issues in history and how those issues affect their lives today.
8. Portfolios: Portfolios will allow students to reflect on the work they???ve done.?? They will also allow students to see what progress they have made throughout the course of a school year.

#### Assessment Methods and/or Tools

1. Homework
2. Quizzes/ Tests
3. Journals
4. Essays/ Writing prompts
  - Persuasive Essays
  - Analytical Essays
  - Character Analysis
  - Narratives
  - Literary Analysis
1. Projects
2. Attendance/ class participation 3. Final exam