November Update

American Literature

17 November 2011

What have we studied so far this year?

American Literature follows the American timeline of history in what the students read. So far, students have read and learned about (this is not the full curriculum – just an overview):

1. Olaudah Equiano – a slave who wrote a narrative about his trip on the Middle Passage (W.11-12.3, SL.11-12.1)
2. Middle Passage primary sources – students read different articles and looked at photographs of actual slave evidence that were written during the height of the Middle Passage. (W.11-12.9, RI.11-12-7)
3. The Crucible – students studied Puritan literature and the play by Arthur Miller (RL.11-12.7, RL.11-12.1, RL.11-12.4)
4. Declaration of Independence – students studied documents of the 1700’s and talked about writers of the revolution, including Ben Franklin and Thomas Jefferson. (RL.11-12.9, RI.11-12.9, W.11-12.1,
5. Romanticism – we are currently learning about the Romantic Era of the 1800’s and the way Romanticism affected the art, literature, and music of the era.(RI.11-12.9)

What about writing? Technology? Modern literature?

1. Students wrote their first essay – a personal narrative – about the way music has had an impact on their lives.

(W.11-12.4, W.11-12.3)

1. Teen Tribune – students are regularly participating in blog comments – responding to current events that interest them at [www.tweentribune.com](http://www.tweentribune.com) (W.11-12.6, W.11-12.10)
2. Students wrote a beautiful list essay called “If you really knew me” and created an online storybook with their writing at [www.storybird.com](http://www.storybird.com) (SL.11-12.5)
3. The class worked in groups to create a CREDO – “All I really need to know I learned from…” (Sl.11-12.3)
4. We have focused on parenthetical documentation – giving credit to authors – in preparation for our research paper in January. We have practiced this by reading articles about Columbine, writing about the Crucible, and a pre-test on their knowledge of MLA documentation. (W.11-12.7, 8)

So, what’s next?

1. After the Thanksgiving break, we will be reading *The Hunger Games* and focusing on symbolism, figurative language, setting, theme, and character.
2. We will move into poetry of the Romantic era and writers of the Transcendentalist period.
3. After Winter break, students will begin a mini-research project and work toward their large research paper.

On the back of this page is a list of the Common Core standards each of the above assignments are fulfilling. Your students are doing a GREAT job. Thank you so much for sharing them with me! As always, all assignments are available on my website at [www.mrswisehart.weebly.com](http://www.mrswisehart.weebly.com). You can also follow me on Twitter for updates: @wisehartBAHS.

I am full of gratitude for the time spent with your students!

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Common Core Standards

Reading Literature

11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that its particularly fresh, engaging, or beautiful.

11-12.7 Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text.

11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Reading Informational Text

11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

11-12.9 Analyze 17th, 18th, and 19th century foundational US documents of historical and literary significance for their themes, purposes, and rhetorical features.

Writing

11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.5 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.

11-12.6 Use technology, including the internet, to produce, polish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11-12.7 Conduct short as wel as more sustained research projects to answer a question or solve a problem.

11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purposes and audience, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiaraism and overreliance on any one source and following a standard format for citation.

11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes

Speaking and Listening

11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others’ideas and expressing their own clearly and persuasively.

11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and eevidence and to add interest.