

### UNIT THREE: DISCOVERY

Writing Skills	Selections	English Language AP Skills	Inquiry/ Research	Viewing/ Representing/ Production	Listening/ Speaking/ Evaluating	Resources
<p><u>Journal Topic:</u> Your definition of a hero. <b>TEKS: 1A-C</b></p> <p><u>Journal Topic:</u> “Connect to Life,” <u>LoL</u>, p. 1023 <b>TEKS: 11E</b></p> <p><u>Using Models:</u> Create a stream of consciousness poem about a particular personal incident. <b>TEKS: 1AB</b></p>	<p>“The Short Happy Life of Francis Macomber” by Ernest Hemingway <b>TEKS: 6A; 7C; 8AC</b></p> <p>“The End of Something,” by Ernest Hemingway <u>LoL</u>, p. 1019 <b>TEKS: 8AC</b></p> <p>“A Clean, Well-Lighted Place,” by Ernest Hemingway <b>TEKS: 7A 8AC</b></p> <p>“The Love Song of J. Alfred Prufrock,” by T. S. Eliot <u>LoL</u>, p. 1025 <b>TEKS: 8AC</b></p>	<p><u>Theme, style, tone, effect, conflict, existentialism:</u> Teacher-generated reflection questions <b>TEKS: 4A; 7H; 11A; CDF</b></p> <p><u>Style, dialogue:</u> “Reader’s Notebook,” <u>LoL</u>, p. 1018 <b>TEKS: 11ACDF</b></p> <p><u>Character, diction, details, style:</u> *“Close Reading of ‘A Clean, Well-Lighted Place’” <b>TEKS: 11ACDF</b></p> <p><u>Imagery:</u> <u>LoL</u>, p. 1030 <b>TEKS: 7G; 11D</b></p>	<p>In pairs, research literary existentialism. <b>TEKS 4C</b></p>	<p>Create simple visuals (i.e. charts) that depict the basic ideas/themes from literary existentialism and some representative writers and pieces. <b>TEKS: 4DF; 8D</b></p> <p><u>Group Poster:</u> * “The Love Song of J. Alfred Prufrock” Poster Assignment” <b>TEKS: 11D; 15C; 18A; 21C</b></p>	<p>Class Discussion: *“Hemingway’s Code Hero” and “The Short Happy Life of Francis Macomber” <b>TEKS: 15CEF</b></p> <p>Small Groups: “Connect to Your Life,” <u>LoL</u>, p. 1018 <b>TEKS: 14ACE; 15ACEF</b></p> <p>Class Discussion: “Think Critically,” <u>LoL</u>, p. 1023 <b>TEKS: 14ABCE; 15CEF</b></p> <p>Class Discussion: *“Ernest Hemingway and Existentialist Philosophy” and “A Clean, Well-Lighted Place” <b>TEKS: 15CEF</b></p> <p>Class Discussion: <u>LoL</u>, p. 1030 <b>TEKS: 10A; 11E; 14A-E; 15A-F</b></p> <p>Share group posters. <b>TEKS: 15A</b></p>	<p><i>Literature</i>, DiYanni p. 337</p>

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<p><u>Journal Topic:</u> Have you ever felt “invisible?” <b>TEKS: 1A</b></p> <p><u>Timed Rhetorical Analysis:</u> Draft a timed essay analyzing the stylistic and rhetorical devices Ellison uses to communicate his message. <b>TEKS: 1A-C; 2AB; 3ABE; 4G; 6F 7G; 8B; 10B; 12AC</b></p> <p><u>Timed Rhetorical Analysis:</u> Read “Man Underground” (or an excerpt). Write a cohesive essay in which you describe the rhetorical purpose of the passage and analyze its stylistic, narrative, and persuasive devices. <b>TEKS: 1A-C; 2AB; 3ABE; 6F; 7G; 8B; 10B; 12AC</b></p>	<p>“The Battle Royal”—Chapter One, <i>Invisible Man</i>, by Ralph Ellison <b>TEKS: 8AC</b></p> <p>Paragraphs 1-3, “Prologue,” <i>Invisible Man</i>, by Ralph Ellison <b>TEKS: 7A; 8AC</b></p> <p>“Man Underground,” a review of Ralph Ellison’s <i>Invisible Man</i> <b>TEKS: 7A; 8AB</b></p>	<p><u>Plot, conflict, character, historical context.</u> <b>TEKS: 11A-E</b></p> <p><u>Syntax, detail, diction, tone, images, figurative language.</u> <b>TEKS 12AC</b></p> <p><u>Diction, detail, syntax, sentence length, parallelism, connotation and denotation, colloquialism, figurative language, tone, organization:</u> teacher-generated study questions, rhetorical essay, and discussion <b>TEKS: 6F; 12AC</b></p>		<p>View various paintings by African American artists. Create a title for each. Discuss title choices, original titles. Re-create one. <b>TEKS: 20B</b></p>	<p>Read the chapter aloud, discussing effect, conflicts, characterization. <b>TEKS: 11AC; 15CEF</b></p> <p>Do “Literature Circles,” a student-centered approach to understanding in which students assume specific roles. <b>TEKS: 10B; 11A-E; 15CEF</b></p> <p>Discuss what Bellow says about the search for answers. <b>TEKS 15CEF</b></p> <p>Discuss elements of design, theme, effect, the African American experience as represented in the art, and the artist. <b>TEKS: 19AB; 20A</b></p>	<p><i>Literature Circles</i> by Harvey Daniel</p> <p>English.upenn.edu/~afilreis /50s /bellow-on-ellison.html</p>

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<p><u>Literary Response:</u> In a brief essay, discuss the qualities highlighted by Walker present in Hurston’s essay. <b>TEKS: 1A-C; 2BC; 3ABE</b></p> <p><u>Journal Topic:</u> Respond to one of Baldwin’s paradoxical or thought-provoking statements. <b>TEKS: 10A</b></p>	<p>Various poems by poets from the Harlem Renaissance <b>TEKS: 8AC</b></p> <p>“How It Feels to Be Colored Me,” <u>LoL</u>, p. 951 and “Zora Neal Hurston: A Cautionary Tale and a Partisan View,” <u>LoL</u>, p. 957 <b>TEKS: 8AB</b></p> <p>“My Dungeon Shook...” by James Baldwin <u>LoL</u>, p. 959 <b>TEKS: 6A; 8AB</b></p>	<p><u>Imagery, theme, tone, mood:</u> * “The Harlem Renaissance Poetry Poster” <b>TEKS: 11AD; 16D</b></p> <p><u>Author’s purpose:</u> “Reader’s Notebook,” <u>LoL</u>, p. 950 <u>Tone:</u> “Review Tone,” <u>LoL</u>, p. 957 <b>TEKS: 7DGH; 10A; 11DE</b></p> <p><u>Syntax, paradox:</u> “Active Reading,” <u>LoL</u>, p. 959 <b>TEKS: 10A; 11D</b></p>	<p>Research biographies of Harlem Renaissance writers. Submit proper documentation. <b>TEKS: 3E</b></p>	<p>In groups, create a visual that presents images from and conveys a common theme, tone, or mood in several poems. <b>TEKS: 15C; 18A; 21C</b></p>	<p>Discuss discoveries about Harlem Renaissance writers. <b>TEKS: 15CEF</b></p> <p>Class Discussion: Author, purpose, figurative language, cultural identity, controversial ideas <u>LoL</u>, p. 957 <b>TEKS: 15CEF</b></p> <p>Discussion: “Think Critically” and “Extend Interpretations”</p> <p>Partner work: Create a political/social analogy. <u>LoL</u>, p. 964 <b>TEKS: 15ACEF</b></p>	

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<p><u>Rhetorical Analysis:</u> In a thoughtful, cohesive essay, discuss King’s purpose and analyze the use of language and rhetorical strategies (See *”Language ...Guide”) to achieve that purpose. <b>TEKS: 1A-C; 2AB; 3ABE; 4G; 10B; 12AC</b></p> <p><u>Journal Topic:</u> *Respond to a specific quotation from the speech. <b>TEKS: 7D</b></p> <p><u>Timed Rhetorical Analysis:</u> Read the two letters. Write an essay analyzing the rhetorical strategies each writer uses to achieve his purpose and explaining which letter offers the more persuasive case. <b>TEKS: 1A-C; 2AB; 3ABE; 4G; 6F; 7G; 8B; 10B; 12AC</b></p> <p><u>Style/Rhetorical Analysis Essay:</u> Read Groucho Marx’s letter. Write a cohesive essay in which you describe his purpose and tone and analyze the use of language to create the tone and achieve his purpose. <b>TEKS: 1A-C; 2AB; 3ABE; 4G; 6F; 7G; 8B; 10B; 12AC</b></p>	<p>“Letter from a Birmingham Jail” by Martin Luther King <u>LOL</u>, p. 1137 <b>TEKS: 7A; 8ABC; 16A</b></p> <p>*Letters from Coca Cola executive and a representative of Grove Press, March, 1970. <b>TEKS: 8AB</b></p> <p>*Groucho Marx’s letter to Warner Brothers Studios regarding his movie, <i>A Night in Casablanca</i> <b>TEKS: 7A; 8AB</b></p>	<p><u>Allusion, induction, deduction, parallelism, connotation, figurative language:</u> Close reading questions—textual evidence required in responses. <b>TEKS: 6F; 11AD; 12AC; 16D</b></p> <p><u>Rhetorical devices</u> <b>TEKS: 12AC</b></p> <p><u>Subject, audience, purpose, speaker, tone, details, allusion, diction, metaphor, irony, sarcasm, connotation, humor:</u> *“Analysis Worksheet” <b>TEKS: 6F; 7G; 11AD; 12AC; 16D</b></p>	<p>“Civil Rights Today,” <u>LoL</u>, p. 1147 <b>TEKS: 4C; 11E</b></p>		<p>Group Analysis: #5., #7., and “Cooperative Learning Activity,” <u>LOL</u>, p. 1146 <b>TEKS: 11AC; 12AD; 15CF</b></p> <p>Discussion: In pairs, analyze each letter for rhetorical devices as a prewriting strategy. <b>TEKS: 12AC; 14BCD; 15C</b></p> <p>Do *”Analysis Worksheet” with a partner. <b>TEKS: 12AC; 15C</b></p>	

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<p>Journal Topic: “Connect to Your Life,” <u>LOL</u>, p. 289 <b>TEKS: 7D</b></p> <p>Critical Response Paragraph: #7, <u>LOL</u>, p. 525 Include evidence from the story. <b>TEKS: 4AB; 10B</b></p>	<p>“What is an American?” <u>LOL</u>, p. 290 <b>TEKS: 8AB</b></p> <p>“A Rose for Emily,” by William Faulkner <u>LOL</u>, p. 516 <b>TEKS: 7AC; 8AC</b></p>	<p><u>Analyzing Contrast:</u> “Reader’s Notebook,” <u>LOL</u>, p. 289</p> <p><u>Figurative language, connotation, rhetorical question, syntax, theme, parallelism</u> <b>TEKS: 11DF</b></p> <p><u>Characterization, flashback, foreshadowing:</u> “Think Critically” and “Literary Analysis,” <u>LOL</u>, p. 525 <b>TEKS: 11ABCF</b></p>	<p>Research some aspect of “The New South,” <u>LOL</u>, p. 526 <b>TEKS: 13ABE</b></p>	<p>View the video version of “A Rose for Emily” and discuss whether it matched student expectations for setting, character, and portrayal of events. <b>TEKS: 16B; 19B; 20D</b></p>	<p>Small Groups: “Paired Activity,” <u>LOL</u>, p. 293. In addition, discover the theme and create a list (with examples) of at least five techniques the author uses to communicate this theme. <b>TEKS: 11ABF; 15C</b></p> <p>Class Discussion: “Connect to Literature” and “Think Critically,” <u>LOL</u>, p. 525 <b>TEKS: 15ACEF</b></p> <p>Theatrical Performance: <u>LOL</u>, p. 526—videotape performances. <b>TEKS: 21BCD</b></p>	

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<p><u>Timed Rhetorical Analysis:</u> In a cohesive essay discuss Faulkner’s use of language to achieve his purpose. <b>TEKS: 1A-C; 2AB; 3ABE; 4G; 10B; 12AC</b></p> <p><u>Journal Topic:</u> Summarize Faulkner’s message. Does Faulkner bring you to any sort of discovery? <b>TEKS: 4A; 7F</b></p> <p><u>Literary Interpretation Paragraph:</u> “Critics Corner,” <u>LOL</u>, p. 779 <b>TEKS: 4A</b></p> <p><u>Journal Topic:</u> “Connect to Life,” <u>LOL</u>, p. 779 <b>TEKS: 7B 9B 11E</b></p> <p><u>Dramatic Monologue, Epitaph, or Persuasive Essay:</u> “Writing Options,” <u>LOL</u>, p. 787 <b>TEKS: 1AB</b></p> <p><u>Journal Topic:</u> “Connect to Your Life,” <u>LOL</u>, p. 783 <b>TEKS: 7B; 9B; 11E</b></p>	<p>Faulkner’s * “Address to the Graduating Class” <b>TEKS: 8AB</b></p> <p>“The Yellow Wallpaper,” by Charlotte Perkins Gilman <u>LOL</u>, p. 765 <b>TEKS: 8A</b></p> <p>“The Story of an Hour,” by Kate Chopin <u>LOL</u>, p. 784 <b>TEKS: 8A</b></p>	<p><u>Connotation, assumptions, syntax, paradox, irony, rebuttal, logic, tone, rhetorical shift, parallelism, allusions, appeals.</u> <b>TEKS: 11DF</b></p> <p><u>Style:</u> “The Writer’s Style,” <u>LOL</u>, p. 779 <b>TEKS: 7G</b></p> <p><u>Conflict characterization, theme, imagery, style, irony:</u> “Think Critically,” “The Writer’s Style,” “Comparing Texts,” and “Literary Analysis,” <u>LOL</u>, p. 786 <b>TEKS: 7G; 10A; 11ACDF</b></p>	<p>Research medical treatments that no longer exist. Provide proper documentation. <b>TEKS: 3E; 4C</b></p>	<p>Compare the story to the video version: “Activities and Explorations,” <u>LOL</u>, p. 787 <b>TEKS: 16B; 19B; 20DF</b></p>	<p>*Group Activity: Locate ten of the rhetorical elements from the <b>English Language AP Skill</b> column. <b>TEKS: 10B; 11D; 12A; 15C</b></p> <p>Briefly share research with the class. <b>TEKS: 15D</b></p> <p>“Cooperative Learning Activity,” <u>LOL</u>, p. 779 <b>TEKS: 11ACD; 15C</b></p> <p>Discuss student responses to the story’s ending. <b>TEKS: 15AEF</b></p>	

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<p><u>Journal Topic:</u> “Connect to Your Life,” <u>LOL</u>, p. 1034 <b>TEKS: 7B; 9B; 11E</b></p> <p><u>Using Models:</u> Write a brief personal narrative essay modeled on Angelou’s essay. <b>TEKS: 1AB</b></p> <p><u>Journal Topic:</u> What does “living the good life” mean to you? <b>TEKS: 1A; 11E</b></p>	<p>“The Jilting of Granny Weatherall,” by Katherine Anne Porter <u>LOL</u>, p. 1035 <b>TEKS: 8AC</b></p> <p>“Living Well. Living Good,” by Maya Angelou <b>TEKS: 7A; 8A</b></p> <p>“Mother Tongue,” by Amy Tan <u>LOL</u>, p. 1215 <b>TEKS: 7A; 8AB</b></p>	<p><u>Stream of consciousness</u> <u>characterization</u>, <u>symbolism</u>, theme: “Connect to Literature,” “Think Critically,” “Literary Analysis,” and “Critic’s Corner,” <u>LOL</u>, p. 1043 <b>TEKS: 7G; 10A; 11ACDF</b></p> <p><u>Inference</u>, <u>notation</u>, <u>narration</u>, <u>description</u>, <u>imagery</u>, <u>detail</u>, <u>figurative language</u>: *“Group Questions: ‘Living Well. Living Good’” <b>TEKS: 11DF; 12A</b></p> <p><u>Main Idea</u>, <u>supporting details</u>: “Reader’s Notebook,” <u>LOL</u>, p. 1215 <b>TEKS: 7F</b></p> <p><u>Purpose</u>, <u>theme</u>, <u>tone</u>, <u>style</u> <b>TEKS: 11AD</b></p>			<p>Group Work: *“Group Questions: ‘Living Well. Living Good’” <b>TEKS: 15 CEF</b></p> <p>Group Work: “Cooperative Learning Activity,” <u>LOL</u>, p. 1221 <b>TEKS: 15CEF</b></p> <p>Class Discussion: “Think Critically,” <u>LOL</u>, p. 1221 <b>TEKS: CEF</b></p>	<p><a href="http://www.cs.umanitob.ca/~andersj/livewell.html">http://www.cs.umanitob.ca/~andersj/livewell.html</a></p>

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<p><u>Journal Topics:</u> Connect to Your Life,” <u>LOL</u>, p. 1000 and p. 1005 <b>TEKS: 7B;9B; 11E</b></p> <p><u>Using Models:</u> Create a poem about loneliness using an extended metaphor. <b>TEKS: 1AB</b></p> <p><u>Style/Rhetorical Analysis:</u> Draft a timed essay discussing Kennedy’s specific purpose and the rhetorical devices that he uses to accomplish it. <b>TEKS: 1A-C; 2AB; 3ABE; 4G; 6F; 7G; 8B; 10B; 12AC</b></p> <p><u>Using Models:</u> Create a praise poem using unusual syntax and diction. <b>TEKS: 1AB</b></p>	<p>Robert Frost: “Acquainted with the Night,”</p> <p>“The Mending Wall,”</p> <p>“Out, Out--,” <u>LOL</u>, pp. 100-1004 <b>TEKS: 6B; 8AC</b></p> <p>“In Praise of Robert Frost,” John F. Kennedy <u>LOL</u>, p. 1012 <b>TEKS: 8AB</b></p> <p>“I thank you God for most this amazing,” by e.e. cummings</p> <p>“Pied Beauty,” by Gerard Manly Hopkins <b>TEKS: 8AC</b></p>	<p><u>Imagery, rhythm, repetition, diction, allusion, speaker, mood:</u> <u>LOL</u>, pp. 1000, 1001, 1003, 1005 <b>TEKS: 6F; 11AD; 12AC; 16D</b></p> <p><u>Close Reading:</u> *“Noticing What You Notice” <b>TEKS: 6B; 7CG</b></p> <p><u>Figurative language, syntax, parallelism, connotation</u> <b>TEKS: 6F; 11AD; 12AC</b></p> <p><u>Syntax, diction</u> <b>TEKS: 11AD</b></p>		<p>Choose a Frost poem and create a visual representing theme or mood. <b>TEKS: 21D</b></p> <p>Create a visual presenting images from either poem. <b>TEKS: 21D</b></p>	<p>Group Assignment: Explore literary elements in Frost’s poetry: “Think Critically,” “Comparing Texts,” and “Literary Analysis,” <u>LOL</u>, p. 1005 <b>TEKS: 15ACEF</b></p> <p>Group Assignment: Analyze Kennedy’s speech for its rhetorical devices. Provide examples from the text. <b>TEKS: 12A; 15ACEF</b></p>	

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<p><u>Poetry Analysis:</u> With a partner, write a paper discussing the theme of a contemporary poem and how the them is communicated through poetic elements: *Contemporary Poetry Project.” <b>TEKS: 1A-C; 2A-E;3ABD;E 5A; 7G;10B; 11A-C</b></p> <p><u>Using Models:</u> In groups, plan and create a new version of “Goldilocks and the Three Bears,” “The Three Little Pigs,” or “Little Red Riding Hood using the style of an author we’ve studied. <b>TEKS: 1AB; 2B-E; 3BD; 5AB; 11D; 15C</b></p>	<p>Individually selected contemporary poems <b>TEKS: 6B; 8AC</b></p> <p>“Catch Her in the Oatmeal,” and “A Farewell to Porridge,” by Don Greenburg <b>TEKS: 8AB</b></p>	<p><u>Theme, poetic devices</u> <b>TEKS: 11AD</b></p> <p><u>Style Analysis</u> <b>TEKS: 11AD</b></p>	<p>Research a contemporary poet using at least two sources. Provide proper documentation. <b>TEKS: 3E; 13B</b></p>	<p>Videotape a dramatic presentation of group-generated story and present to the class. Include props/costumes. <b>TEKS: 17EF; 18A-C; 21BDE</b></p>	<p>Share biographical research and original poems with the class. <b>TEKS: 15ABD</b></p>	<p><i>Readings for Writers</i> “The Writer’s Voice,” Chapter Two McCuen and Winkler</p>