

English III: Gifted and Talented and Advanced Placement Language and Composition

"The reality of America has always been, to a significant degree, its extraordinary diversity-of regions, and of ethnic and racial groups; and a truly `national' literature, in the final analysis, must be one that comprehends such diversity" (*The Heath Anthology of American Literature*. Volume 2, Paul Lauter, et al., eds.192).

Course Overview :

This college-level rhetoric class revolves around the acquisition of critical thinking skills, the skill and process of analysis and of writing. The course requires students to read carefully. They will explore language, how it works, how writers employ rhetorical strategies and how to identify and analyze those strategies. Students wield toward the goal of creating essays in different modes for diverse audiences that captivate the reader because the writing holds clear and accurate conventions, because the writing is appropriately organized for the genre, and because the rhetorical elements create depth and energy in a controlled way and for very specific purposes. Students will practice and acquire close reading skills. Alternative texts such as charts and graphs, paintings, artistic photographs and news photographs, propaganda and advertisements connected to and parallel to thematic texts will also be studied, analyzed and used to acquire close reading skills and build a repertoire of knowledge in the arts and a foundation in close analysis of any medium. After reading as writers, the passages, essays, and selections will serve as models for techniques to use in writing.

The class guides the student through the steps of acquiring reading, writing and thinking skills, practicing those skills, refining the skills, and finally, mastering skills in a measurable way (passing the AP exam). This curriculum, informed by the latest AP English: Composition and Language Description (The teacher has read the most recent AP English Course Description http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2123.html), TEKS (state mandated skills) for English III, and English III district curriculum guidelines, offers rigor, engagement in and extension in the thought processes, reading and writing. Often other considerations, such as state educational exams and benchmarks, standardized tests like the PSAT, SAT and ACT, and district curriculum require certain elements be taught at specific times. Those elements are integrated throughout the course and maintain College Board's standards. Throughout the course, several threads of skills are emphasized: rhetorical analysis, development of ideas through critical thinking, and writing skills are most important, but also emphasized are continuous threads of close reading skills, including deciphering academic vocabulary through connotative and denotative meanings and other analytical strategies.

Students will learn :

- How to write in different formats and genres for diverse audiences and purposes
- How to develop a good discussion through Socratic Dialogue and Questioning
- Close reading and analysis of texts
- By connecting issues raised in readings to a contemporary, social, or personal context
- Major themes in American literature, which have rich aesthetic, personal, and socio-cultural dimensions: nature, connections, choices, and changes

- A large variety of genres: nonfiction, essay , short story, novel, poetry, autobiography, biography, speech, and memoir
- How themes are shaped and influenced by race, culture, gender, ethnicity, class, history, geography, and age.

Course Objectives:

Students will:

- Explore, interpret, analyze, and respond to: major themes and selections of American literature, diverse genres (essay, nonfiction, news articles, journals, short story, novel, poetry, drama, speeches, testimony, and autobiography), diverse perspectives (history, culture, geography, age, gender, and class).
- Explore, interpret, analyze, and respond by reading, writing, and discussing.
- Experience writing as a form of thinking, self-expression, and communication through reading other writers' works and through their own writing.
- Incorporate accurate grammatical and compositional information when writing.
- Develop and awareness of the diverse and multicultural aspects of American writing through reading, reflection, application, and writing.
- Gain further understanding of themselves and others, and critically examine their own perspectives and attitudes through writing, reading and discussing.
- Increase technology skills in a variety of methods, including through word processing, participating in online class discussions, e-mails, Web searches, incorporating the programs such as Publisher and Audacity in class projects.
- Have the opportunity to develop a sense of class membership, using the Internet to communicate with the instructor and classmates.

Definitions and Explanations:

Journal: The journal is a safe place to write openly and routinely. It is a place to record ideas and questions after a class discussion or after a reading. The journals provide writing pieces and ideas that may be expanded into full essays, poetry, short stories and an extension for further ideas for other pieces of writing. The journal provides a place for a student to make connections between texts, a variety of texts, to link an idea from a reading or another students writing to their own personal experiences and to the world. The students will be able to imitate other writers in the journal, record model sentences and their own imitations; there will be times where collaborative writing is recorded in the journal. Lastly, the journal will provide a place to learn conventions in the context of a students own writing. The journal provides a place to write in informal contexts and move that into a possible formal context ready for publishing. It is a place to record ideas, memories, thoughts and a place to take risks. The students will use a new composition notebook, each semester, to serve as their idea and writing journal.

Writing Portfolios: “Imagine that Leonardo da Vinci were alive today and needed to show examples of his art - to get into graduate school, perhaps, or to get a job. He would begin, most likely, by assembling a portfolio of his best work. Probably he would choose one of his self-portraits and maybe a few of his architectural drawings; no doubt he would include the Mona Lisa. In other words, he would include a representative sample of the kinds of work he could do, and he would choose what he considered his best work. He might well develop a Web site to showcase his portfolio.”
http://bcs.bedfordstmartins.com/everyday_writer3e/addresources/1.html The writing portfolios will serve as a body of work created by the students. At different intervals throughout the year the student can keep track of progress and areas that need improvement, also students will

reflect upon their progress and goals as writers. The student will establish writing goals about what technique, organizational strategy, word choice, convention, based on the readings, the student wants to incorporate or achieve. The students may reflect about a writer's style and determine how to achieve that style in their own writing. It is also a place for interaction between the instructor and the writer, not only about results but about the process itself. Students will turn in the portfolios at each grading period. At each point the student will have established goals, checked to see if they have met those goals and write a reflection about meeting those goals. The writers will illustrate, from their own work, their successes and places that require growth. The instructor will write a letter to each student on the use of effective vocabulary, organizational strategy, balance, sentence variety and effective use of rhetoric. At the end of each semester there will be an individual student conference to discuss and explain the responses.

Peer Editing: Students will use focused convention and sentence structure lessons, rubrics, writing notes, and the individual's writing portfolio (goals) to revise and edit each others work. The peer conferences will occur before the process is complete in order to learn from the experience and use the knowledge. The peer review sessions will be assessed by reflections and a completion grade considering the effectiveness and quality of the suggestions.

Rewrite Policy: Any students may rewrite any paper in a specified amount of time that they desire. Students will always be required to use the writing process, which includes several stages, with revision and editing assisted by the instructor and peers. However, if the student is not happy with the result, and chooses to try again, their initiative will be acknowledged. Writers can always grow. The writers will learn that writing can always grow and change. If the student is struggling, one-on-one conferences, reviewing the student's goals and progress and a plan for strategies that will help the student grow. This policy will establish the feeling of success and improve students' writing.

Rubrics: A rubric and explanation of the assignment will be given for every piece of writing and for every discussion. The rubric illustrates the required and essential elements taught and the rubric reflects the expectations of the teacher for the particular writing assignment. Rubrics and peer evaluations will also be provided when the student is acting as a participant, listening to a class reading, discussion or artistic event. When the rubrics are provided with assignments that require work from home, these guides will also be posted on the website so that parents can assist their children.

Socratic Dialogue and Class Discussions: Students require a safe place to express their thoughts and ideas. They also need to be guided to develop into respectful listeners of common and diverse opinions and ideas. The best place to learn this principal is in the English classroom. Good classroom dialogue established the foundation for democratic participation throughout life, offering students a sense of place and empowerment within a community, and conveying the dire importance of their future role as thoughtful participants in society. An effective classroom discussion helps students develop and refine critical thinking, speaking and listening skills. Students become active listeners, holding other peoples' ideas up to critical analysis. Talking in a group helps students learn to organize their thoughts and present them coherently; this organization and coherence transfers to student writing and reading. Students build awareness that there are always diverse and alternative perspectives when examining a difficult problem or situation. Thinking creatively and spontaneously genuinely facilitates the same skills in writing and reading. These skills aide students in sometimes stressful situations like testing, where they are required to organize their thoughts quickly and succinctly in writing or in comprehending a challenging reading. So, classroom discussions yield very powerful individual and social benefits. Each student, or pair of students, is to engage the class in a discussion using an interesting question or thought-provoking comment. Students are encouraged to "think outside

the box” and approach the text in novel ways to provoke discussion and connecting the discussion to quotes and ideas presented in a text. Students prepare to discuss sometimes litigious issues, sometimes universal ideas in a culturally diverse setting, the classroom.

SEMESTER I

Unit One

Discovering America through Culture

"We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different dreams." --Jimmy Carter

The organization of the course is thematic and will include contemporary and pre-20century writers principally from the United States as the standards for the English III course in this state indicate U.S. authors as a requirement. In the course students constantly relate the issues and themes of the selections assigned in class to current issues and are often required to find additional reading that presents a contemporary view of these issues. The course is thematically organized by posing the question, “How are Americans defined?” The units, then, address defining Americans culturally/ethnically, socio-economically, by family and gender, and finally by individual perspective.

The material offered in this course is challenging, involving several long-term reading and writing assignments. Authors include John Steinbeck, Amy Tan, Louis Watts, Zora Neale Hurston, Annie Dillard, Richard Rodriguez, Barbara Kingsolver, Arthur Miller, Garrison Keillor, Martin Luther King, Abraham Lincoln, F. Scott Fitzgerald, Maya Angelou, William Faulkner, Gary Soto, Ernest Hemingway, Flannery O’Connor, Barry Lopez, Willa Cather, Diane Ackerman, Ralph Waldo Emerson, Henry David Thoreau, E.B. White, Edgar Allen Poe, Nathaniel Hawthorne, Tim O’Brien, Joan Didion and William Stegner. Students will be able to define rhetorical elements, identify these elements in a text, and attempt to explain how rhetorical elements work within different texts and attempt to use rhetorical elements in their own writing. Students will improve writing skills and use varied sentence structures to clarify their writing and gain better understanding of syntax. Students will practice writing in narrative, expository, and persuasive modes, as well as write informal entries into an intellectual journal for future essay ideas. Students will also write reflectively about their own writing in writing portfolios. Students will practice close reading skills. Students explore ideas in order to build a reflective scaffold for their writing. As the students begin the year with “Discovering America through Culture” they are introduced to diverse rhetorical techniques, modes and purposes for writing. They will analyze nonfiction, fiction and media to explain the author’s choices and use of language. Students will write several in-class essays, including rhetorical analysis, a synthesis essay, and an argument. The students will choose four of the in class essays to expand and extend into formal analysis papers utilizing the writing process. Skills addressed and receiving focus include the incorporation of appropriate evidence and detail, the use of subordination and coordination, effective organization and word choice. The MLA format will be used.

Writing Instruction:

Students write in their journal daily. Students also examine their writing and reflect on what is strong and what could be revised. Students read and take notes on E.B. White’s essay “An Approach to Style” from *The Elements of Style*. These writing notes are kept in writing portfolios for future reference. White and Hall’s writings are discussed in terms of content and their style of their writing. What is modeled in class during this essay, will be used and practiced throughout the semester. The course requires nonfiction readings (e.g., essays, journalism, political writing,

science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. When fiction, like *East of Eden* and *The Joy Luck Club*, and poetry are also assigned, the main purpose will be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices.

Textbooks:

Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. *Everything's an Argument*. 3rd Edition. Boston: Bedford/St. Martin's, 2004.

Cooley, Thomas. *The Norton Sample*. 6th Edition. New York: W.W. Norton & Co., 2003.

Cohen, Samuel, ed. *50 Essays*. Boston: Bedford/St. Martin's, 2004.

Assessments:

- Major – Tests and Compositions

Usually two major papers per quarter and one major test are assigned. The test is often a review of the ideas and rhetorical elements covered in class and requires students to analyze significant quotations and to explain authors' themes or purposes by synthesizing material previously read for class.

- Daily – In-class journal writing, reading quizzes, vocabulary quizzes, in-class timed writings, multiple choice AP practices

Ongoing activities and class procedures throughout the course:

- In class response journals –At the beginning of the year students receive composition notebooks to be kept in the classroom. Two to three times per week students will write in these journals. The prompts will vary from responding to readings completed in class or at home before class, to writing brief one page arguments in response to one quotation, or to reflecting on their own personal experiences as connections to a reading selection.
- Vocabulary instruction/quizzes – Students purchase, regularly complete lessons, review, and quiz units in Vocabulary Workshop -Level G published by Sadlier-Oxford.
- Record of reflections on in class timed writings – After every completed in-class timed writing, students review examples of “best” writing, either from papers within the class or from samples posted at AP Central. After discussing why these papers are exemplary papers, students individually evaluate their own writing and record their scores, strengths, and targeted weaknesses. Students will complete at least five timed writings during the first semester and seven during the second. Included in each unit are released prompts that may be assigned during the year; generally these prompts are chosen because their subject matter relates to the theme of the unit.
- Frequent use of AP formatted questions with many novels assigned for class reading, and students take the released AP tests from 1991, 1996, and 2001. All of these are reviewed in class and like the above mentioned “record of reflections on timed writings,” students review and reflect on their responses to these questions to target what reading objectives need the most focus.
- Students compile a binder with all in-class writing and major compositions throughout the year. They may also choose two compositions from their response journals to revise and complete to include in their portfolios. They must reflect on their “favorite” piece and have a parent respond to a selection as well. These responses are included in the portfolio that is presented at the end of the year.
- Film and Art Analysis – Each unit has a film for class analysis and an artist or art genre for reflection. The artwork may be class topics for journal writing, or they may be assigned for individual analysis/presentations.
- Current Issue – Each quarter students will focus on a contemporary issue for class discussion or for research/composition. The issue will relate to the theme for that quarter (i.e., affirmative action with the theme “defining America through culture”) or to literature read during the quarter.

Unit One: Discovering America through Culture

Readings:

I. East of Eden – John Steinbeck (Summer Reading)

Assignments/Focus/Skills: Close readings, style analysis, personal response to character, creating theme statements, figures of speech, responding to art, identifying mood, rhetorical analysis, advanced sentence structures, text renderings and Socratic dialogue, text annotations. (C4,6,7,10b)

Introduction to Rhetoric and Composition

Rhetoric Instruction:

Students will define and practice the basic rhetorical terms and persuasive techniques such as aim, mode, tone, diction, figurative language, syntax, persuasive techniques of ethos, pathos, and logos. All of these terms will be part of future rubrics and guides. More sophisticated terms will be introduced throughout the year.

We begin the year looking at Steinbeck's argument about choice/destiny and the claim that all Americans ultimately experience "timshel" (thou mayest) which means they may all choose their identities. From the idea of establishing or defining identity, we begin to consider "what exactly is an American?" We begin the year with essays which provoke discussions about cultures and languages, and we use these models to begin our study of rhetoric.

Reading

Joy Luck Club – Amy Tan

Nonfiction

"American Dreamer"- Bharati Mukherjee

"Paradox and the Dream" – John Steinbeck

"Mother Tongue" – Amy Tan

"How It Feels To Be Colored Me" – Zora Neale Hurston

"Why and When We Speak Spanish in Public" – Myriam Marquez

"The Gift of Language" – Lan Cao

"Finding Myself through Language" – Andrea Lo

"Letter from a Birmingham Jail" – Martin Luther King, Jr.

Narrative of the Life of Frederick Douglass, an American Slave

“The Rise of the Blended American” – Jeff Jacoby

“None of This Is Fair” – Richard Rodriguez

“A Giant Step” – Henry Louis Gates

“The Color of Success” – Eric A. Watts

“Review of The Crucible” – Scott Renshaw

Poetry

“I, Too” – Langston Hughes

“Let America Be America Again” – Langston Hughes

“Any Human to Another” – Countee Cullen

“If We Must Die” – Claude McKay

“America” – Claude McKay

“I Hear American Singing” – Walt Whitman

“Upon the Burning of Our House” – Anne Bradstreet

RHETORIC

Everything’s an Argument

“Introducing Argument” (Part 1) – The year will begin with a discussion of the beginning of the textbook as students read the essays on Americans and language. We will apply information on stasis, ethos, logos, and pathos to these essays and will continue with an introduction to rhetorical analysis. “Figurative Language and Argument” (Ch. 14) – As a brief introduction to tropes and schemes, we will review this chapter while looking at Steinbeck’s essay and King’s letter. “Structuring Arguments” (Ch. 8) -guidance with the Argument Paper

Introduction to Rhetorical Analysis

These selections will be discussed in class as an introduction to rhetorical analysis. The two released timed writings will also be accompanied by rangefinder papers to serve as models for students at the beginning of the year.

- “Letter Written in a Birmingham Jail” – Martin Luther King, Jr. – This is used as a model for rhetorical analysis.
- Timed Writing – Rhetorical Analysis

Question #3 2004 English Language and Composition Test

(Richard Rodriguez)

- Timed Writing - Rhetorical Analysis

Question #2 1997 English Language and Composition Test

(Narrative of the Life of Frederick Douglass, an American Slave)

Current Issue – Affirmative Action

In groups students will read one of the following essays and prepare for a panel discussion as explained below:

“The Rise of the Blended American” Jeff Jacoby

“None of This Is Fair”R- ichard Rodriguez

“A Giant Step” – Henry Louis Gates

“The Color of Success” – Eric A. Watts

Reaction Panel Discussion: Each group will begin their discussion springing from one of the essays. They are responsible for

1. Small Group Discussion in which they will rhetorically analyze the essay, discuss the essay in terms of the necessity of affirmative action, organize a few key ideas or questions surrounding their discussion that the group feels would be important to discuss with the class, and divide the key ideas among group members so each person shares equal responsibility in the discussion.

2. One Page Handout to include a 2-3 sentence summary of the essay, list of questions/ideas for discussion, extended issues and other topics that spring from this discussion, allusions/cultural references mentioned in essay that need to be clarified, and a short description of the author’s rhetorical style. (Group members will need to conduct additional research to address these questions, extensions, or allusions.)

3. Reaction Panel Discussion not to exceed 15 minutes which should include an introduction to the essay with summary and information on the handout, questions/ideas discussed and researched by each member.

4. Students' Independent Research – Each student must bring in an editorial or article that defends affirmative action and one that opposes it. Students must complete and attach an evaluation form to each article. The evaluation form requires students to cite their articles/editorials in MLA format, to summarize, paraphrase, identify tone, and to find inferences, facts, and opinions.

WRITING

Argument Paper

Students write an essay modeled after Steinbeck's "Paradox and the Dream." Students are to pick one of the groups of which they are members---whether it's the people in their town, the juniors in their high school, their whole generation, or a group of friends who like the same type of music. Students will then use Steinbeck's model to describe their chosen group and its contradictions. Students will determine what generalities they can make about their chosen group based on its contradictions. They must include these features also used in Steinbeck's essay:

- a general statement (claim) about the chosen group
- a list of specific---and contradictory--- evidence to support the claim
- multiple examples to support and to continue the argument about the group's paradoxes
- rhythm that makes the claim seem ever more compelling
- many declarative sentences
- repetitive style that juxtaposes statement after statement with its contradiction
- repetition of particular words

This paper will also be recursive, and students are responsible for at least three drafts as specified in the following directions:

1. "Self Edit" Make all corrections on the draft copy in colored pen/pencil.
2. "Peer Edit" If your draft was handwritten, now is the time to type out a revised copy of your paper. If you have it already on the computer, make your corrections. Print out a copy of this self-edited paper. Get a peer in class to proof your paper for errors you may have missed. They should make comments also about your style and whether you have fulfilled the requirements of the assignment. Your peer editor must sign your paper.

3. "Final Draft" Correct your paper one more time being sure you meet all requirements from the rubric. Print out one more copy, which is my copy for grading.

4. You need your paper folder with brads and pockets. In the front pocket, place your "Peer Edited" paper (be sure your peer signed the paper), in the brads place the final copy of the paper. In the back pocket, first place your pre-writing (brainstorming), then on top of your list place your "Self Edit" draft. If you have more than one Self-Edited copy, place the most recent on top and the earliest one on bottom.

Archetype Analysis Essay

As a class, students will discuss the archetypes in a children's book, a fairy tale, or film with which students are familiar. We will also view and read The Moon Lady by Amy Tan and discuss archetypes found in this story (shadow, animus/anima, and journey). Students will then individually choose a fairy tale or movie to analyze. This paper should be a 2-3 page, typed, double-spaced paper analyzing the fairy tale or movie for its use of archetypes with a special emphasis on the meanings behind the symbols and how those meanings contribute to the greater understanding of the message of the work. Students are to incorporate information about character and symbolic archetypes that help support their interpretations. They must explain the significance of the archetypes found in the film and make connections with other literature, especially myths.

The "A" paper will:

- show how the archetypes help to communicate the story's overall message
- integrate character and symbolic archetypes as part of the overall analysis
- identify the archetypes and explain why they fall into the chosen categories
- draw parallels between the text or movie and the definitions of the archetypes
- make connections with other literature, especially myths
- use the text/plot for support but be careful not to let the paper become a plot synopsis
- incorporate Jung's theory, other archetypal information, and classic mythic elements
- analyze reflectively (go beyond the obvious)
- organize thoughts in a logical manner
- entice the reader with an attention-getting introduction
- include a catchy, original title
- follow proper MLA format
- use correct and effective grammar and mechanics

Analogy Essay

In Joy Luck Club, Ying-Ying St. Clair describes the imbalance of her house which underscores the imbalance of her life. Rose's house also becomes a controlling symbol in her life and one which takes control from her husband. Anne Bradstreet uses the burning of her house to make a statement of her religious beliefs. Houses, obviously, hold special emotional bonds for us—whether positive or negative. Students are to write a personal essay in which they consider the connections between a house from their experience and the people and relationships it holds. Include the following:

1. Description of the exterior
2. Description of a room or particular rooms and the events that transpired in those rooms
3. What items were found in those rooms? What is the importance of these items?
4. Describe the people of the house.
5. Relate an event that reinforces the connections

Note: An initial draft is submitted to the instructor for review. These drafts are thoroughly read by the instructor with significant revision suggestions about the transitions between sections of the essay and illustrative details of descriptions. The student then revises and edits this draft for a final submission.

Timed Writing – Argument

Question #2 2004 English Language and Composition Test (Controversial Issue)

Timed Writing – Rhetorical Analysis

Question #1 2006 English Language and Composition Test (Jennifer Price's "The Plastic Pink Flamingo: A Natural History")

VIEWING

Art :Harlem Renaissance Paintings

Film “– The Crucible”

Students view the film and follow along with the play script. As students watch, they are to note the changes and explain why the 1953 play differs from the 1996 film. Is the message different? Are Miller's "targets" different?

Why not let people differ about their answers to the great mysteries of the Universe? Let each seek one's own way to the highest, to one's own sense of supreme loyalty in life, one's ideal of life. Let each philosophy, each world-view bring forth its truth and beauty to a larger perspective, that people may grow in vision, stature and dedication. Algernon Black

Unit Two: Discovering America through Economic and Class Issues

READING

Fiction

The Great Gatsby

The Grapes of Wrath

Death of a Salesman

Nonfiction

Intercalary Chapters of The Grapes of Wrath

“The Island of Plenty” Joseph C. Montgomery

“Living Well, Living Good” Maya Angelou

“A Modest Proposal” – Jonathan Swift

“On Dumpster Diving” – Lars Eighner

“Science, Guided by Ethics, Can Lift Up the Poor” - Freeman J. Dyson

“Tragedy and the Common Man” - Arthur Miller

“Of Weirdos and Eccentrics” - Pico Iyer

Poetry

“The People, Yes”— Carl Sandburg

“The Love Song of J. Alfred Prufrock”— T.S. Eliot

WRITING

Definition Essay

After reading and discussing Iyer's essay "Of Weirdos and Eccentrics," students are to select one pair of the words from the given list and write an essay in which they discuss and elaborate upon the social and/or class implications of a society which has two terms to denote essentially the same object or idea, and which thus uses language to differentiate by class/occupation/standard of living/education/sex/race.

Art/Craft, Faith/Creed, Imaginative/Fanciful, Instrument/Tool, Intelligent/Shrewd,

Labor/Work, Lady/Woman, Recreation/Play, Religion/Cult,

Terrorist/Revolutionary

They are to use Iyer's essay as a model by including

- an extended example of each term being defined
- at least three examples of antithesis to emphasize the differences between two terms easily confused
- etymologies of the two terms
- a suggestions about how those etymologies contribute to the differences in the meaning of the two words
- multitudinous examples from literature, from history, and from popular culture of how, when, where, why, and by whom each word is likely to be used

Personal Narrative/Expository Essay

Using Maya Angelou's "Living Well, Living Good" and the character descriptions in The Great Gatsby as models, students will write a detailed description of someone in their lives and the lesson they ultimately learned from that individual. In their narratives, students are to include most of the following:

- Background information and physical description of the person
- Description of the person's environment
- Additional information about the person (he loves insects, she is a great cook, he is the most knowledgeable person you have ever known, etc.)
- A quotation that exemplifies what is most admirable about the character, a saying or catch phrase that the character might use, something that will introduce the story about this person
- A story or anecdote that exemplifies what is most admirable about this person. It may be fictional, but it must be revealing of him/her. It should include dialogue.
- An explanation of the lesson that the student learned from this person

- Detail, description, imagery, similes, and metaphors to create vivid description in the styles of Fitzgerald and Angelou.

Researched Argument

Social/Economic Issues

Students will conduct research on topics from The Grapes of Wrath which are still problems in our economy or society today. Some suggestions are banks/loan industry, farming (mega farms" taking over, government subsidy), prison reform/parole system, society or government responsibility for homelessness, single parenting/absentee fathers, national healthcare, unions, police corruption, governmental responsibility during national disasters, migrant workers, big business vs. individual, gas prices/gouging, corruption within the church, effects on family unit of transient society, man vs. technology (de-humanization), derogatory language, judgmental religions, honesty in the media, opportunists in disasters/times of strife, movements toward kindness/gentility.

The papers must synthesize at least five sources (historical, current news, or editorial) as well as incorporate text and information from the novel. Students must analyze Steinbeck's argument about the chosen issue as well as present their argument. Students must use parenthetical documentation in MLA format.

Additionally, students will submit a bibliography of fifteen sources from which they selected the five sources used in their papers, a formal outline of the paper, and identification of the stage of stasis for their argument.

RHETORIC

Everything's an Argument "Arguments of Definition" (Ch. 9) This chapter is reviewed before the Definition Essay is assigned. Everything's an Argument "Assessing and Using Sources" (Ch. 21) and "Documenting Sources" (Ch. 22) to be used when completing the Researched Argument In class rhetorical analysis of "A Modest Proposal" using AP formatted questions

Timed Writing – Argument

Question #3 2005 English Language and Composition Test

(Singer Solution to Poverty)

Timed Writing –Rhetorical Analysis

Question #2 1995 English Language and Composition Test

("The Company Man" by Ellen Goodman)

Timed Writing - Argument Essay

Question #3 2000 English Language and Composition Test

(King Lear)

Group Project: Intercalary Chapters Multimedia Project

In groups students are assigned intercalary chapters and are to teach them to the class. Lessons should include the following:

- A brief summary of the chapter
- Significant passages/excerpts from the chapter (at least three)
- An explanation of how the chapter parallels the plot chapters of the novel
- A thorough discussion of Steinbeck's style in this chapter (include literary elements such as characterization, theme, and symbol as well as stylistic aspects such as use of detail, imagery, connotative language, dialogue, syntax, tone, etc.)
- Music, narration, and/or photos

Current Issue:

Outsourcing or a current economic issue of the student's choice (but not to be the same as the research paper topic) Students will submit copies of the articles which demonstrate contrasting views of the issue and a memo with summaries of each side of the argument, their own conclusion about the issue based on their research, and documentation of the sources in MLA format.

VIEWING

Film

Death of a Salesman

Art

Photography of the Depression

If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place.

Margaret Mead

Unit Three: Discovering America through Family and Gender

READING

Fiction

The Sound and the Fury

King Lear

“A Good Man Is Hard to Find” -Flannery O’Connor

“Everything That Rises Must Converge” -Flannery O’Connor

Nonfiction

“Homeward Bound”Janet Wu

“Grammy Rewards” – Deborah Dalfonso

“Like Mexicans” – Gary Soto

“Nobel Prize Acceptance Speech” – William Faulkner

“Television: The Plug-In Drug” – Marie Winn

WRITING

Comparison/Contrast - Family Essay

Students will read/discuss the following essays as models:

“Like Mexicans” – Gary Soto

“Grammy Rewards” – Deborah Dalfonso

“Homeward Bound”Janet Wu

Students may choose from the three topics below:

1. Write an essay comparing and contrasting your friend's or girl/boyfriend's family with your own in one specific way---how or what they eat, how they interact within their family, how they celebrate special occasions. Be creative.
2. Write an essay comparing and contrasting two people you know well. Use specific details and examples as in "Grammy Rewards." Let the details speak for themselves---avoid explicitly judging your two subjects.
3. Write a personal narrative about a meeting between you and a relative or family friend that exemplifies both the differences separating you and the ties binding you together. Use examples to illustrate those similarities and differences.

Faux Faulkner

As students read the novel, they will analyze Faulkner's style paying attention to diction, syntax, purpose, and structure. Students who wish to voluntarily compete may submit parodies of Faulkner's style. I generally share some of the past winners of the now defunct contest published in the Best of Bad Faulkner. They are advised to include dense sentence and paragraph structure and may select a Faulkner character and place him in a comic situation of their own devising, play to a single idea, such as making Benjy the "dummy" in a bridge game, or build to a single famous punch line.

Literary Analysis of Flannery O'Connor's Style

Students are to analyze three stories (two read as a class assignment and one other as individual choicet-- they may select from "A Stroke of Good Fortune," "Good Country People," "Parker's Back," "A Temple of the Holy Ghost," "Geranium," "A Late Encounter with the Enemy," "A Circle in the Fire," "The Life You Save May Be Your Own") to describe Flannery O'Connor's style, narrative techniques, characterization, theme, or voice. They may choose the focus of their analysis, but they must synthesize all three stories as support for their claims about O'Connor's writing.

Précis of literary criticism

Using the Gale Databases at the school library, students will access a literary criticism of King Lear or The Sound and the Fury from "Literature Resource Center." This allows students to learn to navigate through online databases and to learn to correctly document these sources. They are instructed to print out two copies of the article, one to submit with the précis and one on which they can make notes/comments. Students will prepare a précis, a short summary of the essential ideas of a longer composition, retaining the mood and tone of the original. It must possess clear, emphatic diction and effective sentence construction. Its unity and coherence should be emphasized through smooth, unobtrusive transitions. The précis must be intelligible to a reader who has not seen the original.

Essay Test Questions

which incorporate King Lear, The Sound and the Fury, and Faulkner's Nobel Prize Acceptance Speech

RHETORIC

Timed Writing –Rhetorical Analysis

Question #2001 English Language and Composition Test

(Marian Evans Lewes letter)

Timed Writing –Rhetorical Analysis

Question #2004 English Language and Composition Test

(Lord Chesterfield letter)

Timed Writing – Argument

Consider the following quotations that present contrasting ideas about family relationships.

“An ounce of blood is worth more than a pound of friendship.” Spanish proverb

“One loyal friend is better than ten thousand family members.” Unknown

Take some time to think about the implications of the quotations. Choose the quotation with which you most agree. Then write a carefully reasoned essay that explores the validity of the assertion, using examples from your reading, observation, or experience to develop your position.

Current Issue

Following a discussion about Winn’s essay on television’s influence on the family, students will explore the portrayal of value systems of the American family in sitcoms. Students are to view one episode of a contemporary situational comedy and one episode of another situational comedy that is at least twenty years old. They may want to watch TVLAND, Nickelodeon, or TBS (the older the better). Students are to make conclusions about how the TV presented the American family.

Film Study“– Streetcar Named Desire”

Unit Four: Discovering America through Individual Perspective

READING

Fiction

The Things They Carried, by Tim O'Brien

Nonfiction

"Death of a Moth" -Annie Dillard

"On Keeping a Notebook" - Joan Didion

"Body Imperfect" -Debi Davis

"Reply to the U.S. Government" - Chief Seattle

"The Miss Dennis School of Writing" - Alice Steinbach

"A View from the Bridge" - Cherokee Paul McDonald

"No Rainbows, No Roses" - Beverly Dipo

"Seeing" - Annie Dillard

"Living Like Weasels" -Annie Dillard

"Self Reliance" - Ralph Waldo Emerson

Nature -Ralph Waldo Emerson

"Civil Disobedience," -Henry David Thoreau

"Where I Lived and What I Lived For" and "Conclusion" from Walden – H. D. Thoreau

"Once More to the Lake," by E.B. White

WRITING

Rhetorical Pattern Essay

After reading at least five of the first nine essays listed in "Nonfiction" above, students will choose a topic that is important to or interests them. The mode of their essay may be description, narrative, classification and division, process analysis, comparison and contrast, definition, or

cause and effect. They may mix modes, but one pattern should dominate. Essays will be evaluated, in part, on their ability to effectively use a chosen rhetorical mode/pattern.

Memory Essay

Students will tell the story of a specific event or situation or memory from their past and then contrast it with the present. Essays will have two major parts: the way it was (described positively) and the way it is now (described negatively).

Students will use E.B. White's essay "Once More to the Lake" as a model: that is, they will write a narrative using symbolism, diction, details, repetition, and characterization to convey their theme and tone -- that is a nostalgic or elegiac tone.

Dialectical Journal

Student will keep a dialectical journal, as they read The Things They Carried, with three columns: one for the idea/stylistic aspect, one for quotations, and a third for responses. They must find at least one quotation dealing with each idea (truth, individual perspective, stories and storytelling, and memory), and must have a total of ten quotations concerning these ideas.

In addition, they should find at least one example of each stylistic aspect (stream of consciousness, fragmentation, ambiguity, recursiveness) — a total of five examples of these style issues. They should be sure to explain how the use of this element works to communicate meaning. At the end of the journal, students should also comment on three remaining issues:

- The disclaimer on the copyright page versus the epigraph
- The author's use of his own name as narrator/character
- The subject of the final chapter (What is it really about?)

Finally, they list at least five aspects of the novel that foster verisimilitude.

RHETORIC

Timed Writing - Rhetorical Analysis

Student-generated prompt from Walden (from one of the chapters not read for class discussion)
Example: "The following essay is (fill in appropriate information about the essay). Read the passage carefully. Then write an essay in which you analyze the strategies used in the passage to (fill in specific purpose/approach of essay)." Students submit their prompts two class periods before they will write. On the writing day, they will be given forty minutes to respond to the prompts that they have generated.

Timed Writing - Argument

Question #3 2001

(Susan Sontag's views on photography)

Timed Writing – Synthesis

Sample #2 located at AP Central

Use for class discussion about man's intrusion with indigenous plants

Timed Writing - Synthesis

Sample #1 located at AP Central

(Television's influence on Presidential elections)

Current Issue

Media Manipulation of Opinions/Behaviors - Students will bring to class and share examples of media manipulation of truth that they find important, damaging, or disturbing. These may be in print or visual.

VIEWING

Film: The Truman Show – Students will note and discuss the distortion of Truman's perceptions by outside influences.

Art - Evaluating photography and editorial cartoons

Students will use the evaluation form at the website of the Association of American Editorial Cartoonists (<http://nieonline.com/cftc/pdfs/eval.pdf>) to evaluate one photograph and one editorial cartoon at the following websites.

War Photography

<http://www.archives.gov/education/lessons/vietnam-photos/index.html>

<http://www.pulitzer.org/year/2005/breaking-news-photography/works/>

<http://www.pulitzer.org/year/2004/breaking-news-photography/works/>

Editorial Cartoons

<http://www.globecartoon.com/>

Final Project Presentations

We have spent the year defining America through a variety of lenses. Students are to reflect on how they see themselves as Americans and define themselves as such. They may choose their medium, responding through art, a film/musical, a dramatic script, a piece of music, a poetry

collection, a short story or children's book, or another medium of their choice. Whatever they choose, it must be original and created solely by themselves. They must submit a proposal two weeks before the project is due.

American Musical Project – This project is a favorite of the students and will be completed during the last two weeks of school after the AP exam.

- They will create a video which incorporates clips from the film of the musical and scenes which they perform.
- They also produce a playbill which requires research completed by all members.
- They design and create memorabilia and a poster advertising the musical.
- Students are given group grades and individual grades. They also have the opportunity to evaluate all members' participation.
- An additional writing assignments may include a memo written midway during the project to notify the teacher of the progress of the group or essays based on the musical.