

Randolph County Schools English 3- Curriculum Map

Unit: Modernism/Harlem Renaissance/Post Modernism/Ethnic American Literature

Timeline: 3-6 Weeks

Essential Questions: Compelling and Inquiry Based

- What is the American Dream? How has the American Dream changed over the course of U.S history? What is the American Dream now?
- Is the American dream equally accessible for all Americans?
- How did the World Wars and the invention of the atom bomb change the American view of the future?
- Has technology always been beneficial to the advancement of American society or are there places that technology can go too far?
- How has the prevalence of international travel (both immigration and expatriation included) changed the voice of American literature?
- How have social norms and cultural sureties changed over the course of American Literature?
- What impact did the Harlem Renaissance have on jump starting the Civil Rights movement and furthering African American art?
- How has the narrative of America changed from the country to the individual over the course of the eras we have studied?
- How do “modern” literary and poetic techniques (discontinuative narratives, flash fiction, juxtaposition, etc.) change the reading and interpretation of literature?
- How has religion, politics and social issues changed over the course of American history?

Understandings, Learning Targets and “I Can” Statements	Aligned Standards
<p>Students will be able to understand that...</p> <ul style="list-style-type: none"> • The American dream was denied to people based on gender, race, economic status, etc. • The definition of the American Dream has changed over time. • Literature of this time period reflects isolation, loneliness and loss in a complex world. • The American Dream is different not only based on time period but a person’s unique experiences. • The 1900’s included an explosion 	<p>Established Goals:</p> <p>Focus Goals (assessed on benchmark):</p> <ul style="list-style-type: none"> • R11-12.1. Making Inferences and Citing Evidence <ul style="list-style-type: none"> ◦ 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. • R11-12.5. Analyzing Text Structure and Organization <ul style="list-style-type: none"> ◦ Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. • R11-12.7. Analyzing Content in Diverse Media <ul style="list-style-type: none"> ◦ Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each

of immigration and expatriation that changed American literature

- Technology changes how we interact with each other and the world around us.
- How social norms evolve and change over time and why certain topics may have been taboo for other eras.

Students will be able to...

- Understand the desire for equal treatment and the lengths one will go to try to achieve acceptance, equality, and freedom.
- Cite the use of symbols within selected works and use evidence to support their interpretation of these symbols.
- Recognize and understand themes in 20th century literature.
- Identify and analyze the evolution of conflict in American Literature.
- Compare and contrast literary works treatment of various themes and differences in style across eras.
- Identify modernist ideas in both fictional and non-fiction texts.
- Analyze the relationship between modernist style and content.
- Examine the evolution of disillusionment, disenchantment and alienation in literature.
- Analyze how text structure creates and adds meaning to imagist poetry.

version interprets the source text. (Include at least one play by Shakespeare and one play by and American dramatist.)

- R11-12.10. Reading and Comprehending Complex Text
 - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Goals in ALL UNITS:

- L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6
W.11.12.3 W.11-12.9 W.11-12.10 W.11-12.11 SL.11-12.1 SL.11-12.3
RI.11-12.1 RI.11-12.2

Learning Plan that Includes: Focus Topics, Factual Content, Lesson Activities, Artifacts	Resources
<p>Suggested Activities: Trace elements of Hemingway’s style and contrast his works to the stories of previous eras. How does his “iceberg” theory of literature compare with the length of Realism or the “magic” of Romanticism?</p> <p>Why for the unobtainable have recurring themes throughout American Literature? Students will explore this through Fitzgerald and Faulkner’s works.</p> <p>Technology and the Modern Era: Students will watch a variety of videos on emerging technologies and brainstorm pro’s and con’s of the respective technologies. Students will then read a story similar to Kurt Vonnegut’s <i>2BR02B</i>. Afterwards, teams will form and debate whether or not it is possible for technology to “go too far” and what if anything we lose by having some of this technology (for example, is it healthy that many people are never without their smartphone?)</p> <p>Students will explore the sense of isolation and moral obligation in Hemingway and Faulkner’s work. Students will strive to answer the question of whether or not it is better to be right or be happy. Suggested works: Barn Burning, Hills Like White Elephants, A Clean Well Lighted Place</p> <p>Students will explore the brevity of imagist poetry and determine whether or not these poems are as effective, less effective or more effective in getting their point across with fewer words.</p>	<p>Suggested Texts: Modernism: “Snows of Kilimanjaro,” “A Clean, Well-lighted Place,” “Hills Like White Elephants,” “In Another Country,” and excerpts or whole texts of <i>A Farewell to Arms</i>, and/or <i>Old Man and the Sea</i>, by Ernest Hemingway for comparison <i>Old Man and the Sea</i> was made into a hand-painted animated film (https://www.youtube.com/watch?v=ZMoIoiN5aSQ)</p> <p>“Winter Dreams” and excerpts or whole text of <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p>“Barn Burning,” “A Rose for Emily,” and excerpts or whole text of <i>As I Lay Dying</i> by William Faulkner</p> <p>“A Worn Path” by Eudora Welty</p> <p>Poems by: William Carlos Williams, e.e cummings, Ezra Pound, H.D, W.H Auden, Robert Frost</p> <p>Harlem Renaissance: Excerpts of works by Zora Neale Hurston, Alice Walker</p> <p>Poems by Langston Hughes, Countee Cullen, Anna Contemps, Jean Toomer, Gwendolyn Brooks, Mia Angelou</p> <p>Post Modernism: “2BR02B,” “Who Am I Now?,” <i>All the Kings Horses</i>, and excerpts or whole texts of <i>Cat’s Cradle</i> and <i>Slaughterhouse Five</i> (with parent permission) by Kurt Vonnegut</p> <p>“The Ones Who Walk Away from the Omelas” by Ursula K. Le Guin</p>

<p>Students will look at how non-European cultures impact the literature of their immigrants and change their view point of America and their identity as “Americans.”</p> <p>Possible Constructed Response Questions: (Students will look back into the text and find 2-3 examples to support their answer) How does writing style change over the course of U.S history? What causes these shifts in style and beliefs?</p> <p>How has religion/politics/social issues changed over the course of American History? How has that demonstrated through the texts we have read?</p> <p>What could be a potential cause for Modernists to broach topics that would normally be considered taboo before this time period (alcohol, sexuality, etc.)?</p> <p>How has writing style become and individual experience compared to eras before this?</p> <p>In what sense has literature gone from being a chronicle of American history to an insight into what it means to be American?</p> <p>How has the evolution of technology both made life more comfortable and yet more predictable? Have Americans lost their ability to think for themselves/rely on themselves?</p>	<p>Ethnic American Lit: “Ghosts” by Edwidge Danticat http://www.newyorker.com/magazine/2008/11/24/ghosts-10</p> <p>“When Mr. Pirzada Came to Dine” and excerpts or whole text of “The Namesake” by Jhumpa Lahiri http://jhou.weebly.com/uploads/3/0/8/0/30800919/interpreter_of_maladies.pdf</p> <p>Selected works by Amy Tan</p> <p>Video resources for Modernism and Technology: <i>16x9 Robot Revolution</i> <i>60 Minutes: Space X and Tesla</i> <i>Google Glass Teaser and Controversy</i> <i>Google Car</i> <i>60 Minutes: Amazon Drone</i></p> <p>Poetry Videos: <i>White House Poetry Jam</i> <i>Robert Pinsky Samurai Song</i> <i>Sulli Breaks Spoken Word</i></p> <p>Indian Culture: <i>Culture Shock: Standing Babas</i> (https://www.youtube.com/watch?v=ojeR1fOKv_A) <i>Culture Shock: Rat Temple</i> (https://www.youtube.com/watch?v=1t1hJj1CnYo) <i>The Secret to Making Everything Taste Better</i> (https://www.youtube.com/watch?v=bePFDUMkc2o)</p> <p>Haitian Culture: <i>16x9 Voodoo</i> (https://www.youtube.com/watch?v=G19a3crmJRA) <i>Haiti Trip</i> (https://www.youtube.com/watch?v=1S6FsFXzRe4)</p>
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