

Randolph County Schools English 3- Curriculum Map

Unit: Realism/Naturalism/Regionalism

Timeline: 2-4 Weeks

Essential Questions: Compelling and Inquiry Based

- How does the treatment of minorities and women change over the course of U.S history?
- What role does personal culture play in identity/literature, how has the sense of “self” evolved over the course of U.S history (consider: race, gender, religion, etc.)?
- How has technology impacted literature and communication? How have these advances changed the way we relate to each other?
- Why might the Civil War represent a cultural shift from “Early America” to a “New America?”
- What does the use of a variety of dialects and regional cultural features suggest about what it now means to be an “American?”
- How does perspective on life and narrative sensibilities vary from the Romantics to the Realists?

Understandings, Learning Targets and “I Can” Statements	Aligned Standards
<p>Students will understand that...</p> <ul style="list-style-type: none"> • The Civil War had a major impact on history and literature in changing the culture and values of America. • Technology has played a major role in the changing way we communicate to each other as Americans. • The seeds of the Civil Rights and Women’s Suffrage movements can be found in the era after the Civil War. • The expansion of the United States impacted the development to distinct regions and regional attitudes. • Realism strived to portray life as objectively as possible. <p>Students will be able to...</p> <ul style="list-style-type: none"> • Cite textual evidence from various information texts that show evidence and knowledge of major shifts in culture and 	<p><i>Key Ideas and Details</i> RI.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. (inferences/evidence)</p> <p><i>Craft and Structure</i> RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (text structure/organization)</p> <p><i>Integration of Knowledge and Ideas</i> RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Content in diverse media)</p> <p><i>Range or Reading and Level of Text Complexity</i> RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (complex text)</p>

<p>beliefs.</p> <ul style="list-style-type: none"> • Identify the use of local dialects, cultures and traditions as well as satire in both fictional and non-fictional texts and determine the effectiveness of these choices. • Analyze feminist and civil rights texts for their structure and rhetorical impact as well as the influence the text had on starting its respective movement. • Model and/or respond to an argument using rhetorical appeals and similar diction to the Realist time period. • Trace lasting impacts of literature through the various movements studied in English 3. • Trace a theme that develops over the course of multiple texts over multiple eras. 	
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Learning Plan that Includes: Focus Topics, Factual Content, Lesson Activities, Artifacts	Resources
<p>Literary Terms:</p> <ul style="list-style-type: none"> • Realism, Regionalism, Naturalism • Dialect, Vernacular • Social Issues, Cultural Shifts • Bias • Feminism • Civil Rights • Call to action <p>Possible Activities:</p> <ul style="list-style-type: none"> • Students will create their own regionalist story from THEIR region (this could be as specific as a neighborhood or street). Students will make sure to include examples of the dialect of 	<p>Suggested Texts:</p> <p>Excerpts from “The Tempest,” “Othello” and/or “Julius Caesar”</p> <p>“Emancipation Proclamation”</p> <p>“My Bondage, My Freedom” Frederick Douglass</p> <p>“Ain’t I a Woman” and “An Account of an Experience with Discrimination” by Sojourner Truth (two different versions are available: the originally recorded version and the popularized version. This makes for a good comparison)</p> <p>“The Lowest Animal” Mark Twain</p> <p>“Jumping Frog of Calaveras County” Mark Twain</p> <p>Excerpts or whole text from “Huck Finn” Mark Twain</p> <p>“Ethan Frome” by Edith Wharton</p> <p>“The Yellow Wallpaper” by Charlotte Perkins Gilman</p> <p>“Seneca Falls Convention”</p>

their region, specific traditions unique to their culture (for example what food is eaten on Thanksgiving, when are presents opened on Christmas) and specific locations and people known by everyone in this region.

- Students will write a public service announcement including a visual aid (this can be a poster, skit, pamphlet, etc.) about a current issue. This can be a class wide or individual issue, selected by the teacher or students. Students will use rhetoric and figurative language to persuade their audience and present a reasonable call to action. Possible topic with two possible sides: 60 Minutes Fracking (<https://www.youtube.com/watch?v=Vr6b-WzIcyo>)
- Students will compare and contrast two versions of Sojourner Truth's "Ain't I a Woman Speech" and brainstorm explanations as to why the change occurred (both versions: https://en.wikipedia.org/wiki/Ain't_I_a_Woman%3F).
- "Story of an Hour"--Rewrite the events of this story from the husband's perspective. What is Chopin suggesting about marriage and a woman's role in marriage?
- Change the ending of a Realist story (suggestion: To Build a Fire) to make it fit in-line with Romantic ideals.
- Blind Comparison: Romantic vs. Realist unlabeled story. Have students explain which is which and how they know.
- Romantic Hero vs. Realist Hero. Students will make a T chart explaining features of each.
- "To Build a Fire" now vs. Then: Activate with videos similar to 16x9: Climbers body found (<https://www.youtube.com/watch?v=int6PKPmQ2s>) or 60 Minutes: Free Diving (<https://www.youtube.com/watch?v=IKjC7DiktkU>) How has man's relationship with nature changed. Is there still danger?
- Mark Twain Lowest Animal Debate: Students choose a side or are assigned a side on the argument of whether or not man is the lowest animal. Real life and textual examples should be allowed.

"Story of an Hour" Kate Chopin

"The Outcast of Poker Flats" Brett Harte

"To Build a Fire" Jack London

"An Occurrence at Owl Creek Bridge" Ambrose Bierce

"An Episode of War" Stephen Crane

"An Account of Battle of Bull Run" Stonewall Jackson

"A Wagner Matinee" Willa Cather

Excerpts or whole text of "Of Mice and Men" and/or "The Grapes of Wrath" John Steinbeck

Excerpts and/or whole text of "To Kill a Mockingbird" Harper Lee

A variety of Mark Twain and Civil War Texts can be taught.

Whitman can be brought back for the sake of comparison.

Regionalism video resources: "The North Carolina Accent"

Appalachian: <https://www.youtube.com/watch?v=eXghKHHzlXQ>

City: <https://www.youtube.com/watch?v=MFfM2GMr3lI>

Outerbanks: <https://www.youtube.com/watch?v=jXs9cf2YWwg>

Realism and Poverty video resources:

<https://www.youtube.com/watch?v=L2hzRPLVSm4>

<https://www.youtube.com/watch?v=syUwFmYeSVw>

<https://www.youtube.com/watch?v=S7CZMvtU5-E>

Realism War video resources:

<https://www.youtube.com/watch?v=rZDonqtAf-8>

Possible Constructed Response Questions: (Students should refer back to the text and find 2-3 examples that support their answer).

- How have the roles and ideas concerning women changed over the course of American History?
- Does Realism (or a specific Realist text) achieve its purpose of remaining objective? Is this true of the fiction as well as the non-fiction?
- How might Romantics and Realists portray war differently? Do Realists believe in the “glory of war?”
- How did economic issues following the Civil War affect the characterization of heroes during the era of Realism?
- Why do people often change philosophically/religiously after major wars or conflicts (think about the Salem Witch Trials/Revolutionary War/Civil War)?
- What is different about the voices from the Realist time period compared to the previous time periods? Why is it significant there are more diverse voices creating literature?
- Why is it important for Regionalism to accurately capture the facets of a particular community? Why is this style of writing appealing? Why is this style “Realist?”

Suggested Timeline

Civil War 4-7 days

- An assortment of fiction and non-fiction works that show Realist attitudes towards war 5-7 days

Regionalism, Twain, Humor 2-5 days

- An assortment of fiction and non-fiction works that show Regional features and the humor of the time 2-5 days

Civil Rights, Women’s Rights and the “new” America

- An assortment of fiction and non-fiction works that demonstrate shifting attitudes towards women, minorities, and the poor 3-8 days.