**Mr. Card’s English III Syllabus**

Bo.card@dcsms.org

Remind: text “@mrcardse” to 81010

Units: 1. Native American Literature, 2. Puritan Literature (extended text - *The Crucible*), 3. Revolutionary War Literature (Age of Rationalism), 4. Romantic and Gothic Literature (Extended text – *As I lay Dying*), 5. Civil War and post-Civil War Literature (Realism, Regionalism, and Naturalism), 6. Modern Literature (extended Text – *The Great Gatsby*)

Required Materials

* Binder
* Loose leaf paper for binder
* Highlighters
* Pens and pencils
* White-out
* Composition Book

You are required to keep a Reading Journal. In this journal, there must be an entry for each text read in class and all outside readings. You must identify elements of the current Writing style being studied, and you must discuss your thoughts and feelings about the current reading (reading reflections). Journals should also contain a quote that interested you, caught your attention, said something that captured a main idea of the novel, or made you think. (Keep in mind this can either be a passage from the book or character dialogue.). After the quote, you should identify the speaker (either the narrator or the name of a character) and the page number on which you found the quote, and explain what made you choose it. Reading Journals will be checked on a monthly basis.

You will receive a practice ACT pack every 3 weeks. This will be your bellwork. I will take it up and grade the pack on a weekly basis.

Late work will be assessed a ten point penalty per day. After five days, the assignment will not be accepted.

Deadline extensions may be requested as long as it is prior to the due date. I reserve the right to deny any request for an extension.

Work not turned in due to absence is due on the day the student returns.

If you are absent, you will have the number of days missed to turn in any work.

Writing assignments may be resubmitted for reevaluation once. This will allow you to revise your work and have it regraded. You must submit the original piece, the revised piece, and a journal entry describing the changes you made and what you want me to look at for reevaluation. You may choose up to two sections (from the rubric) for reevaluation.

**Unit 1: Native American Literature**

* Study the history and culture of the Native Americans.
* Read various pieces of Native American Literature
* Writing skills: Using quotes in text to support writing, In-text citations, Works Cited page
* Fiction writing assignment – Write and illustrate your own Creation Myth in the style of the Native American Myths read in class.
* Non-fiction writing assignment – Discuss the long-term impact of Native American literature and culture on America. (Requires 1 outside source from Magnolia).
* Research paper topics will be chosen during Unit 1.

**Unit 2: Puritan Literature**

* Study the history and culture of the Puritans, The Salem Witch Trials, the Red Scare, and McCarthyism (will include some outside reading)
* Read various pieces of Puritan Literature and The Crucible.
* Writing skills: Effective introductions
* Writing assignment: Chose from a list provided. Students must use the text and a source from Magnolia.

**Unit 3: Revolutionary War Literature**

* Read various pieces of literature from the Revolutionary War era
* Public speaking techniques
* Persuasive writing techniques
* Writing skills: Persuasive writing
* Students will give a persuasive speech. (2-4 Minutes in length, requires 2 sources from Magnolia, must use persuasive techniques studied in class.) Topics will be chosen from a list.

**Unit 4:Romantic and Gothic Literature**

* History of the Romantic and Gothic Literary movements.
* Read various Romantic and Gothic Literary pieces. (Extended text: *As I Lay Dying*).
* Writing skills: Literary Analysis
* Writing assignments: 1. Essay: Why are desire and loss so common as themes in Gothic Literature? 2. Choose a short story by a Romantic or Gothic Writer. Write a literary analysis of the short story. See Appendix 2

**Unit 5: Civil War and Realism**

* History of the era and elements of Realism, Regionalism, and Naturalism
* Various literary pieces from the era.
* Writing Skills: Writing an effective Thesis Statement
* Writing Assignment: See Appendix 3

**Unit 6: Modern Literature**

* History of the era and elements of modern literature including: Disillusionment, The Harlem Renaissance, isolation, modernization, and industrialization.
* Various pieces of literature from the era (extended text: *The Great Gatsby*).
* Writing Assignment: Choose one author we read in class. Select a short story or several poems and read them on your own. Discuss how the time your author lived in affected his or her writing. You must also give a short biography of your author and explain how he or she used modern elements in his or her writing.
* Research papers are due in Unit 6
* Appendix One

*The Crucible* Essay Topics

1. Many characters in *The Crucible* have personal flaws that lead/contribute to tragedy. Argue whether John Proctor OR Reverend Hale is the tragic hero of the play. Discuss the character’s strength(s)/noble quality (or qualities) and tragic flaw(s), how his flaw(s) lead to his downfall and/or death, and the larger message that Miller conveys through this character. Also consider discussing how the character transforms (perhaps in applying Kohlberg’s moral stages), how this change is related to the title of the play. Furthermore, consider how forces beyond his control combine with his own inner flaw(s) to cause his downfall/death.

 2. Discuss the established structure of Salem and its Puritan society – its binary oppositions/social divisions into rich and poor, powerful and powerless, town insiders and outsiders, male and female, educated and illiterate, old and young, religious conservatives and religious liberals, etc. Discuss how the events of the play constitute an attempt of some segments of society to overturn the traditional ways of society, while other segments fight to maintain /strengthen the old/traditional social order. Discuss Miller’s larger message as it relates to these struggles, considering the witch hunts as an allegory for the McCarthy trials, as well as social struggles in other times and places (such as modern day America). In other words, how is the play a battle among the groups or divisions mentioned above, and how might their motives and struggles mirror the motives and struggles of various societal segments in other societies besides that of Salem in the 1600s? Use specific characters to represent the social groups/divisions that you will discuss. Consider discussing how their (Kohlberg) moral stages reflect their motives and the title of the play.

 3. Compare and contrast the three authority figures in the drama (Proctor, Danforth, and Parris). What motivates their responses and attitudes toward the witch trials? What are their views regarding law/order/authority? Discuss Miller’s message (regarding law and order) based on these characters. Consider including a discussion of Kohlberg’s moral stages and how the conflict between these three characters reflects the title of the play.

 4. Discuss the role and treatment of women (female characters) in the play. Discuss the images of women and female archetypes that Abigail, Mary Warren, and Elizabeth portray, as well as the message that Miller conveys through these characters. Consider discussing the Kohlberg moral stages of these characters and what view of women each reflects, as well as how these characters reflect the title of the play.

 5. Discuss how a theme – such as scapegoating, greed, integrity, hunger for power/authority/respect, protectiveness of reputation and self-image, cowardice/bravery, hysteria/paranoia, deception or falsehood/honesty, individual/society, the power of falsehood, self-preservation as a powerful motivator, absolutism, and hypocrisy – functions in the play. Choose a character and discuss how he/she embodies this theme. Discuss how the theme – in all of its manifestations and transformations – reveals Miller’s underlying message. Consider universalizing the issues and relating them to another time and place, as well as including a discussion of the character’s (Kohlberg) moral stages and how the character/theme relates to the title of the play.

 6. Who is the most admirable OR despicable character in the play, and why? What is the larger message that Miller sends through this character? Consider discussing this character’s Kohlberg moral stages and how he/she exemplifies the thematic significance of the title.

 7. Trace John Proctor’s development throughout the play. How and why does his involvement change, and what is the result of his efforts? What is the larger message that Miller sends through this character? What is Miller trying to represent with Proctor? What is Miller’s opinion of Proctor? Consider discussing this character’s Kohlberg moral stages and how he/she exemplifies the thematic significance of the title.

8. Discuss the thematic significance of the title of the play. Focus on specific characters or themes and discuss Miller’s message regarding the title.

 9. Argue whether or not Abigail is a victim of her society. Can she be excused/pardoned because of the influence of outside forces upon her? Examine the events from her past and present, and make connections between these events and her behavior. What is the larger message that Miller sends through this character? Consider discussing this character’s Kohlberg moral stages and how she exemplifies the thematic significance of the title.

 10. Carefully read the passage from Act 3 in which Danforth explains his purpose, power, and education to Francis Nurse (“No, old man… I hope you will be one of those”). Then write an essay in which you explain the dramatic and verbal irony used. What is Miller’s larger message about this passage?

 11. Miller portrays Giles as a foolish character. However, this scene reveals a much different characteristic. Carefully read the passage from Act 3 beginning with, “Danforth: What proof do you submit…” and ending with, “Giles: I will not give you no name”). Write an essay in which you analyze these two contrasting personality traits, their repercussions, and their significance to the Salem hysteria. Discuss Miller’s larger message about them.

 12. Choose Parris, Putnam, or Giles, and write an essay in which you show how he serves as a foil for Proctor. Remember, a foil is a literary character who highlights certain traits of the main character by contrasting them. Discuss Miller’s larger message about these characters.

 13. The original version of the play, published in 1953, included a second scene for Act 2. Prior to 1971, Miller decided to excise this scene. In an essay, argue whether this first scene should be kept in the play or excluded. Discuss Miller’s possible reasons for writing the scene and/or choosing to leave it out; what is the larger message?

 14. How do the witch trials empower individuals previously powerless (women or other groups)? Discuss Miller’s larger message regarding this idea.

 15. You can alter/change any of the above topics or create your own topic, but clear it with me before you begin working on it!

Appendix 2

See pdf file

Appendix 3

**Realism Writing Assignment**

Realists focused more on character development than previous authors. For this writing assignment, choose one story and focus on the character development in that story. In your essay, you will trace the character’s development from beginning to end of story, showing how the author portrays this development. You will need to follow the outline provided.

Paragraph one- introduction. Within the introduction you need to establish which story you will discuss and who the author of that story is. The thesis sentence for the essay should be the last sentence of the introduction and should be a complex sentence.

Paragraph two- body paragraph. Within the first body paragraph you need to establish how the character is portrayed at the beginning of the story. Show how the author presents the character through what the character says and does or how others react to the character. Direct quotes will likely be the best way of doing this. Make sure that you begin the paragraph with a topic sentence that outlines what the paragraph is about and that you finish with a conclusion sentence that wraps up the paragraph.

Paragraph three- body paragraph. With the second body paragraph you need to establish how the character changes throughout the story and is different at the end. You need to make sure that you include all the key events that show this change so your reader can follow you logic. Again, direct quotes will likely be your best way of proving your point. This paragraph will also need a topic sentence and conclusion sentence.

Paragraph four- conclusion. Within the conclusion you need to wrap up the essay. You will need some restated thesis. This should not be the exact thesis sentence from the introduction and can even be spread out among more than one sentence.

As always, you need to follow the rules for a formal essay.

**Grade Sheet**

**Structure**

 Thesis is complex 5/

 Topic sentences are clear and present 5/

 Conclusion sentences are clear and present 5/

 Restated thesis is clear and present 5/

**Content**

 Author and title are mentioned in introduction 5/

 First body paragraph clearly shows character’s beginning 15/

 Second body paragraph clearly shows character’s growth 15/

 Direct quotes are used effectively 5/

**Grammar** 15/

 Major errors (comma splice, run-on, fragment, subject/verb agreement)

 Minor errors (spelling, use of first and second person, contractions, etc.)

**Total 75/**