



**Independent School District of Boise City**

**English 11: Course Overview**

Students will study American literature to obtain a greater understanding of the American character, identify recurring themes, and apply them to their own lives. Literary movements (with brief historical backgrounds) will be introduced as they relate to the literature studied. In addition to the common assignments listed below, writing instruction will include narrative, descriptive, persuasive, and expository modes of discourse, focusing on effective communication and language skills. The following scope and sequence lists Essential Concepts that will be taught and provides a list of Suggested Readings to illustrate these concepts.

Adopted Text: Timeless Voices, Timeless Themes: The American Experience. Upper Saddle River, NJ: Prentice Hall, 2005.

**English 11: Course Scope and Sequence, Semester One**

**1st Quarter Common Assignment** is a multi-paragraph formal essay, written in 3rd person objective, taken through all stages of the writing process with a focus on: clear and developed thesis, sound reasoning, and concrete detail and commentary that support thesis. This essay is to be placed in the student's writing portfolio.

**2nd Quarter Common Assignment** is the Direct Writing Assessment, a persuasive essay with focus on timed writing, pacing, and rhetorical situation. This essay is to be placed in the student's writing portfolio.

**1st Semester Literary Concepts**

Allusion	Free Verse
Analogy	Mood
Aphorism	Myth
Archetype	Parallelism
Colloquialism	Rhetorical Question
Connotation	Slant Rhyme
Denotation	Tone
Dialect	
Epistle	

<b>Unit 1: Puritanism-Beginnings to 1750</b>		
<b>Essential Concepts</b> (EOC Tested)	<b>Suggested Readings</b> (to illustrate Essential Concepts)	<b>Supplemental</b> (Suggested Readings from the text and district approved novel list including but not limited to:)
<p><b>Characteristics of Native American Storytelling: (7)</b></p> <ul style="list-style-type: none"> <li>oral tradition</li> <li>respect for nature</li> <li>connection with spiritual world</li> <li>myths, legends, tales, chants</li> </ul> <p><b>Historical Puritan Influences:</b></p> <ul style="list-style-type: none"> <li>Work ethic</li> <li>Belief in predestination &amp; the elect</li> <li>Emphasis on education (for religious purposes)</li> <li>Early model for democracy (Mayflower Compact)</li> </ul> <p><b>Characteristics of Puritan Writing:</b></p> <ul style="list-style-type: none"> <li>Plain style (9-10, 99, 103)</li> <li>Bible as model for literature</li> <li>Non-fiction: <ul style="list-style-type: none"> <li>theological studies</li> <li>hymns</li> <li>histories</li> <li>biographies and auto-biographies</li> </ul> </li> <li>Self-examination: <ul style="list-style-type: none"> <li>journals</li> <li>diaries</li> <li>poetry</li> </ul> </li> </ul> <p><b>Literary Terms:</b></p> <p>Analogy Connotation Denotation Myth</p>	<p>Onondaga “The Earth on Turtle’s Back” (16) Modoc “When Grizzlies Walked Upright” (19) OR Other Native American Suggested Readings</p> <p>From <u>The Iroquois Constitution</u> (24)</p> <p>John Smith from <u>The General History of Virginia</u> (72)</p> <p>William Bradford from <u>Of Plymouth Plantation</u> (78)</p> <p>Anne Bradstreet “To My Dear and Loving Husband” (102)</p> <p>Jonathan Edwards from <u>Sinners in the Hands of an Angry God</u> (108)</p>	<p>(Connection to Transcendentalism)</p> <p><u>The Mayflower Compact</u> (supplemental)</p> <p><u>Colonial House</u> (PBS Video)</p> <p><u>The Scarlet Letter</u></p> <p>Alvar Nunez Cabeza de Vaca “A Journey Through Texas” (32) OR Garcia Lopez de Cardenas “Great Tower of Seville” (3) OR Olaudah Equiano from <u>The Interesting Narrative of the Life of Olaudah Equiano</u> (44)</p> <p><b>Contemporary Connections:</b> Joseph Campbell <u>The Power of Myth</u> (film series)</p> <p>N. Scott Momaday’ <u>The Way to Rainy Mountain</u> (supplemental)</p> <p><u>The Mission</u> (film)</p> <p>Darryl Babe Wilson “Diamond Island: Alcatraz” (52)</p> <p>Tom Wolfe from <u>The Right Stuff</u> (92)</p> <p>James Baldwin “The Rock Pile” (1148)</p> <p>Captivity Narratives: Colonial Pulp Fiction (68)</p>

<b>Unit 2: Rationalism-A Nation is Born (1750-1800)</b>		
<b>Essential Concepts</b> (EOC Tested)	<b>Suggested Readings</b> (to illustrate Essential Concepts)	<b>Supplemental</b> (Suggested Readings from the text and district approved novel list including but not limited to:)
<p><b>Historical Influences:</b></p> <ul style="list-style-type: none"> <li>• Age of Reason/ Enlightenment (128) <ul style="list-style-type: none"> <li>-Valued Reason and logic over faith</li> <li>-Reason and science further human progress</li> <li>-People are good and perfectible by nature</li> <li>-Deism: The world operates according to God’s rules and through the use of reason we can discover those rules</li> </ul> </li> <li>•Revolutionary War</li> <li>•Development of democracy and constitution</li> </ul> <p><b>Characteristics of Rationalist Writing:</b></p> <ul style="list-style-type: none"> <li>• Non-fiction <ul style="list-style-type: none"> <li>-letters</li> <li>-speeches</li> <li>-pamphlets</li> <li>-autobiographies</li> <li>-public and political documents</li> <li>-almanacs</li> </ul> </li> </ul> <p><b>Literary Terms:</b> Allusion Analogy Aphorism Epistle Parallelism Rhetorical Question</p>	<p>Benjamin Franklin from <u>The Autobiography</u> (140)</p> <p>from <u>Poor Richard’s Almanack</u> (146)</p> <p>Thomas Jefferson “The Declaration of Independence” (156)</p> <p>Michel-Guillaume Jean de Crevecoeur from <u>Letters from an American Farmer</u> (208)</p> <p>Abigail Adams “Letter to Her Daughter from the New White House” (205)</p> <p>Patrick Henry “Speech in the Virginia Convention” (186)</p> <p>Thomas Paine from <u>The Crisis, Number 1</u> (160)</p>	<p><b>Contemporary Connections:</b></p> <p>USA Today “Lawyers Leave Poor Behind” (167)</p> <p>Robert N. Weiner “Pro Bono Work Still Valued” (168)</p> <p>Dr. Martin Luther King, Jr. from “Letter from Birmingham City Jail” (180)</p> <p>John F. Kennedy “Inaugural Address” (196)</p>

<b>Unit 3: Romanticism-A Growing Nation (1800-1870)</b>		
<b>Essential Concepts</b> (EOC Tested)	<b>Suggested Readings</b> (to illustrate Essential Concepts)	<b>Supplemental</b> (Suggested Readings from the text and district approved novel list including but not limited to:)
<p><b>Historical Influences:</b></p> <ul style="list-style-type: none"> <li>• Westward expansion</li> <li>• Industrialism</li> </ul> <p><b>Characteristics of American Romanticism:</b> (233, 234)</p> <ul style="list-style-type: none"> <li>•Valued imagination over reason</li> <li>•Valued intuition over fact</li> <li>•Love of nature</li> <li>•Seeks truth through supernatural and inner world of the imagination</li> <li>•Champions individual freedom and the worth of the individual</li> <li>• Poetry is the highest expression of the imagination</li> </ul> <p><b>Characteristics of the American Romantic Hero</b> (234)</p> <ul style="list-style-type: none"> <li>•Is young, or possesses youthful qualities</li> <li>•Has a sense of honor based not on society’s rules but on some higher principle</li> <li>•Intuitive</li> <li>•Prefers nature over civilization</li> </ul>	<p>Washington Irving “The Devil and Tom Walker” (242) OR “Rip Van Winkle” (supplemental)</p> <p>Nathaniel Hawthorne “The Minister’s Black Veil” (336) OR <u>The Scarlet Letter</u></p>	<p>William Cullen Bryant “Thanatopsis” (267) OR Other Fireside Poets</p> <p>Langston Hughes “I, Too” (449)</p> <p><b>Contemporary Connections:</b> <u>The Last of the Mohicans</u> - (video) Clean Flicks</p>

<p><b>The Dark Romantics</b> (312)</p> <ul style="list-style-type: none"> <li>•Emphasized gothic and supernatural aspects of human experience</li> <li>•Explored mysteries linked to subconscious mind</li> <li>•Explored negatives of extreme individualism</li> </ul> <p><b>Characteristics of Transcendentalism</b> (235, 384, R21)</p> <ul style="list-style-type: none"> <li>•Every soul and all of nature are part of the Over-Soul</li> <li>•Intuition and individual conscience “transcend” experience</li> <li>•Respected individual spirit and natural world</li> <li>• Valued non-conformity and self-reliance</li> <li>•Individual emotion, intuition and imagination are better ways to truth than logic and reason</li> </ul> <p><b>Poetry:</b></p> <p>Traditional:</p> <ul style="list-style-type: none"> <li>• Fireside Poets</li> </ul> <p>Innovative:</p> <ul style="list-style-type: none"> <li>•Emily Dickinson <ul style="list-style-type: none"> <li>-slant rhyme</li> <li>-punctuation</li> </ul> </li> <li>•Walt Whitman <ul style="list-style-type: none"> <li>-free verse</li> </ul> </li> </ul> <p><b>Literary Terms:</b>  Aphorism  Archetype  Mood  Tone</p>	<p>Edgar Allen Poe “The Fall of the House of Usher” (308)  OR  Herman Melville from <u>Moby Dick</u> (354)</p> <p>Ralph Waldo Emerson from <u>Nature</u> (388)</p> <p>From <u>Self-Reliance</u> (391)</p> <p>Henry David Thoreau from <u>Walden</u> (402)</p> <p>From <u>Civil Disobedience</u> (412)</p> <p>Fireside Poets (256-281)</p> <p>Selected Dickinson poetry (420-428)</p> <p>Selected Whitman poetry (434-444)</p>	<p>Flannery O’Conner “The Life You Save May Be Your Own” (972)</p> <p>Annie Dillard from <u>Pilgrim at Tinker Creek</u>, <u>Seeing</u> (300)</p> <p>Joyce Carol Oates “Where is Here?” (374)</p> <p><u>Dead Poets’ Society</u> (video)</p> <p>Stephen King, Anne Rice or Ray Bradbury</p> <p>Dr. Martin Luther King, Jr. from “Letter from Birmingham City Jail” (180)</p>
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<b>Unit 4 A: Realism-Division, Reconciliation, and Expansion (1850-1914)</b>		
<b>Essential Concepts</b> (EOC Tested)	<b>Suggested Readings</b> (to illustrate Essential Concepts)	<b>Supplemental</b> (Suggested Readings from the text and district approved novel list including but not limited to:)
<p><b>Historical Influences:</b></p> <ul style="list-style-type: none"> <li>• Civil War</li> <li>• Westward expansion</li> <li>• Slavery</li> <li>• Emergence of new voices</li> </ul> <p><b>Realism:</b> Literature that sought to portray life as accurately as possible, focusing on ordinary people suffering the harsh realities of everyday life (475, R19)</p> <p><b>Naturalism:</b> Literature that also portrayed ordinary lives but suggested forces (nature, heredity, society) individuals can neither understand nor control may determine their fate. Nature is indifferent to humans. (475, R17)</p> <p><b>Regionalism:</b> Tendency of some authors to write about specific geographical areas, presenting the area's distinct culture, including speech, customs, beliefs and history. (579, R19)</p> <p><b>Literary Concepts:</b> Colloquialism Dialect</p>	<p>Frederick Douglass from <u>My Bondage and My Freedom</u> (496)</p> <p>Mary Chestnut from <u>Mary Chestnut's Civil War</u> (536) OR Sojourner Truth "An Account of an Experience With Discrimination" (547)</p> <p>Mark Twain <u>The Adventures of Huckleberry Finn</u> or other Twain selections</p> <p>Ambrose Bierce "An Occurrence at Owl Creek Bridge" (508)</p> <p>Bret Harte "The Outcasts of Poker Flat" (580) OR Jack London "To Build a Fire" (608)</p> <p>Kate Chopin "The Story of an Hour" (634) OR Edith Wharton "April Showers" (644) OR Willa Cather "A Wagner Matinee" (676) OR other Suggested Readings by these writers</p> <p>Paul Laurence Dunbar "We Wear the Mask" (660)</p>	<p>Stephen Crane "An Episode of War" (476)</p> <p>Walt Whitman Drum Tap poems (supplemental)</p> <p>Spirituals "Swing Low, Sweet Chariot" (488); "Go Down, Moses" (490)</p> <p>Abraham Lincoln "The Gettysburg Address" (522) "Second Inaugural Address" (523)</p> <p>Warren Lee Goss "Recollections of a Private" (540)</p> <p>Randolph McKim "A Confederate Account of the Battle of Gettysburg" (542)</p> <p>Stonewall Jackson "An Account of the Battle of Bull Run" (544)</p> <p>Rev. Henry M. Turner "Reaction to the Emancipation Proclamation"</p> <p><b>Contemporary Connections:</b></p> <p>Molly Moore "Gulf War Journal" from <u>A Woman at War</u> (552)</p>

**English 11: Course Scope and Sequence, Semester Two**

**3rd Quarter Common Assignment** is a research process project with a focus on: summary, paraphrasing, quoting, MLA style parenthetical documentation, and works cited page. This assignment is to be placed in the student’s writing portfolio.

**4th Quarter Common Assignment** is a literary analysis, written in 3rd person objective, with a focus on: developing thesis, supporting with commentary and concrete details, and documenting with parenthetical citation. This essay is to be placed in the student’s writing portfolio.

**2nd Semester Literary Concepts**

Allusion Analysis of: audience author’s purpose, intent, and effect figurative language literary devices Symbolism Archetype Colloquialism Dialect	Connotation Denotation Imagism Mood Motivation Parallelism Satire Stream of Consciousness Theme Tone
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**Unit 4 B: Realism Part 2-Division, Reconciliation, and Expansion (1850-1914)**

<b>Essential Concepts</b> (EOC Tested) *continued from first semester	<b>Suggested Readings</b> (to illustrate Essential Concepts)	<b>Supplemental</b> (Suggested Readings from the text and district approved novel list including but not limited to:)
<p><b>Naturalism:</b> Literature that portrayed ordinary lives but also suggested forces (nature, heredity, society) individuals can neither understand nor control may determine their fate. Nature is indifferent to humans. (475, R17)</p> <p><b>Regionalism:</b> Tendency of some authors to write about specific geographical areas, presenting the area’s distinct culture, including speech, customs, beliefs and history. (579, R19)</p> <p><b>Literary Concepts:</b>                      Colloquialism                      Dialect                      Satire</p>	<p>Ambrose Bierce “An Occurrence at Owl Creek Bridge” (508)</p> <p>Mark Twain selections                      Bret Harte “The Outcasts of Poker Flat” (580)                      OR                      Jack London “To Build a Fire” (608)</p> <p>Kate Chopin “The Story of an Hour” (634)                      OR                      Edith Wharton “April Showers” (644)                      OR                      Willa Cather “A Wagner Matinee” (676)                      OR                      other Suggested Readings by these writers</p> <p>Paul Laurence Dunbar “We Wear the Mask” (660)</p>	<p>Miriam Davis Colt “Heading West” (596)</p> <p>Chief Joseph “I Will Fight No More Forever”</p> <p>Edwin Arlington Robinson                      “Like Havergal” (666);                      “Richard Cory” (668)</p> <p>Edgar Lee Masters “Lucinda Matlock” (669); “Richard Bone” (670)</p> <p><b>Contemporary Connections:</b>                      Larry McMurtry from <u>Lonesome Dove</u> (626)</p> <p>William Safire                      “Onomatopoeia” (1115)</p>

<b>Unit 5: Modernism-Disillusion, Defiance, and Discontent (1914-1946)</b>		
<b>Essential Concepts</b> (EOC Tested)	<b>Suggested Readings</b> (to illustrate Essential Concepts)	<b>Supplemental</b> (Suggested Readings from the text and district approved novel list including but not limited to:)
<p><b>Historical Influences:</b></p> <ul style="list-style-type: none"> <li>• WWI <ul style="list-style-type: none"> <li>-Expatriates-people temporarily or permanently in a country or culture other than that of their upbringing. (710)</li> </ul> </li> <li>•WWII</li> <li>•Roaring 20s</li> <li>•Great Depression</li> </ul> <p><b>Characteristics of the American Dream</b></p> <ul style="list-style-type: none"> <li>•America is a “promised land” of beauty, unlimited resources, and endless opportunities.</li> <li>•Technological progress makes life easier and leads to prosperity.</li> <li>•The self-reliant, hard working individual will triumph.</li> </ul> <p><b>Characteristics of Modernism</b> (708-710,962)</p> <ul style="list-style-type: none"> <li>•Experimented with a wide variety of new approaches and techniques reflecting fragmentation of society</li> <li>•Rejection of traditional themes and subjects</li> <li>•Sense of disillusionment and loss of faith in the American Dream</li> <li>•Interest in the inner workings of the human mind, sometimes expressed through new narrative techniques such as stream of consciousness</li> </ul>	<p>F. Scott Fitzgerald “Winter Dreams” (744) OR <u>The Great Gatsby</u> (supplemental)</p> <p>John Steinbeck “The Turtle” from <u>The Grapes of Wrath</u> (768) OR <u>Of Mice and Men</u> (supplemental) OR <u>The Grapes of Wrath</u> (supplemental)</p> <p>Ernest Hemingway “In Another Country” (809) OR Other Hemingway selection</p> <p>Katherine Anne Porter “The Jilting of Granny Weatherall” (846)</p> <p><b>Modern Poets:</b> Carl Sandburg T. S. Eliot Robert Frost Ezra Pound William Carlos Williams</p>	<p>Eudora Welty “A Worn Path” (820)</p> <p>William Faulkner “Race at Morning” (860) OR Other Faulkner selection</p> <p>Zora Neale Hurston from <u>Dust Tracks on a Road</u> (914)</p> <p><b>Traditional Poets:</b> Edwin Arlington Robinson Edgar Lee Masters</p> <p><b>Modern Poets:</b> E. E. Cummings William H. Auden Wallace Stevens Archibald MacLeish Marianne Moore</p>

<p><b>The Modern American Hero Archetype</b> (710)  Rejection of the ideal of a hero as infallible in favor of a hero who is flawed and disillusioned but acts honorably.</p> <p><b>Imagism</b> (709-710, 727; R15)</p> <p><b>Harlem Renaissance</b> (712-713,910-911; R15)</p> <p><b>Literary Terms:</b>  Allusion  Analysis of:      audience      author's purpose, intent, and effect      figurative language      literary devices      symbolism      theme  Archetype      self-made man  Connotation  Denotation  Mood  Motivation  Parallelism  Stream of Consciousness  Tone</p>		<p><b>Harlem Renaissance Poets:</b>  Claude McKay  Arna Bontemps  Jean Toomer</p>
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<b>Unit 6: Contemporary/Post Modernist Literature</b>		
<b>Essential Concepts</b> (EOC Tested)	<b>Suggested Readings</b> (to illustrate Essential Concepts)	<b>Supplemental</b> (Suggested Readings from the text and district approved novel list including but not limited to:)
<p><b>Historical Influences:</b></p> <ul style="list-style-type: none"> <li>• Use of atomic bomb</li> <li>• Civil Rights Movement</li> <li>• Women’s Rights</li> <li>• Korea, Vietnam conflicts</li> <li>• Environmentalism</li> <li>• Globalization</li> <li>• Dehumanization of the individual</li> </ul> <p><b>Characteristics of Postmodern Literature:</b> (962)</p> <ul style="list-style-type: none"> <li>• focuses on capturing the essence of contemporary life in the content of their works, addressing impersonal and commercial nature of today’s world</li> <li>• Structures works in nontraditional forms</li> <li>• influenced by studies of media and language and by the explosive growth of informational technology</li> <li>• Features cultural diversity</li> <li>• Blends and overlaps fiction and nonfiction</li> </ul> <p><b>New Journalism</b></p> <ul style="list-style-type: none"> <li>• described contemporary events in strongly individual voices</li> <li>• writer’s voice and personal opinion are evident</li> <li>• employed devices of fiction</li> </ul> <p><b>Literary Terms:</b></p> <p>Allusion</p> <p>Analysis of:</p> <ul style="list-style-type: none"> <li>audience</li> <li>author’s purpose, intent and effect</li> <li>figurative language</li> <li>literary devices</li> <li>symbolism</li> <li>theme</li> </ul>	<p>John Hersey from <u>Hiroshima</u> "A Noiseless Flash" (163)</p> <p>N. Scott Momaday excerpt from <u>The Names</u> (1042)</p> <p>OR</p> <p>Simon Ortiz “Hunger in New York City” (1102)</p> <p>OR</p> <p>Louise Erdrich “Bidwell Ghost” (1195)</p> <p>Maxine Hong Kingston “The Woman Warrior” (1070)</p> <p>OR</p> <p>Amy Tan “Mother Tongue” (1136)</p> <p>Lorna Dee Cervantes “Freeway 280: (1098)</p> <p>OR</p> <p>Sandra Cisneros “Straw Into Gold” (1128)</p>	<p>Amy Tan <u>The Joy Luck Club</u></p> <p>Joseph Heller <u>Catch 22</u></p> <p>Ken Kesey <u>One Flew Over the Cuckoo’s Nest</u></p> <p>Ray Bradbury <u>Fahrenheit 451</u></p> <p>J.D. Salinger <u>The Catcher in the Rye</u></p> <p>OR</p> <p>other district-approved post-modern American novels</p> <p><b>Contemporary/Postmodern Drama</b></p> <p>Arthur Miller</p> <p>Tennessee Williams</p> <p>Eugene O’Neil</p> <p>Lorraine Hansberry</p>