

Course Outline for
Literature of America (online)

Grade Levels:	9 & 10	
Assignments:	36 lessons	Credits: 10
Format:	online	
UC a-g Requirements:	fulfills b: English	
Instructional materials:	online with interactive website	

Course Description

American Literature takes the student on a meandering tour of the American experience. Beginning with the Native American oral tradition the course steers through the Puritan era, the philosophical musings of our Founding Fathers and includes many classic works from writers such as Hawthorne, Thoreau and late 19th Century poets. Students enjoy the all-American perspectives of Poe, Twain, London, and Crane; they get tastes of multi-cultural viewpoints by enjoying the Harlem Renaissance as well as reading Chicana writings from our own era and works by Maya Angelou. This course is rich in critical thinking activities.

Learning Objectives

- Vocabulary development
- Identify and use the literal and figurative meanings of words
- Literary Response and Analysis
- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes.
- Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
- Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

- Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism.
- Students write coherent and focused essays.
- Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- Write responses to literature. Demonstrate a comprehensive grasp of the significant ideas of literary works.
- Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- Write expository compositions, including analytical essays and research reports.
- Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- Write persuasive compositions.
- Structure ideas and arguments in a sustained and logical fashion.
- Identify and correctly use clauses, phrases, and mechanics of punctuation.

Course Outline

Lesson 1: Native American Literature

- (A) Vocabulary words - definitions
- (B) *The Origin of Winter & Summer* - reading questions
- (C) *Creation of the First Indians* - reading questions
- (D) Creation/Origin story writing assignment

Lesson 2: Native American Literature

- (A) Map - reservations today - *How Coyote Stole Fire* - reading questions
- (B) *Godasiyo the Woman Chief* - reading questions
- (C) *Democracy*: definition - myths & fables - quotes - definitions - reading questions
- (D) Grammar: words we use to talk about clauses

Lesson 3: Salem Witch Trials

- (A) Jonathan Edwards - *Sinners in the Hands of an Angry God* - reading questions
- (B) Salem Witch Trial - reading questions
- (C) Life during the witch trials - reading questions
- (D) Write a short story: use key words

Lesson 4: Anne Bradstreet & William Bradford

- (A) Map of early America - Anne Bradstreet's writing - *The Author to Her Book* - reading questions
- (B) William Bradford - *On Plymouth Plantation* - reading questions
- (C) Grammar: run on sentences - quiz & questions
- (D) Definitions

Lesson 5: Ben Franklin & Thomas Paine

- (A) Ben Franklin - portrait - biography - kite experiment - reading questions
- (B) *Poor Richard's Almanac* - reading questions
- (C) Thomas Paine - *Common Sense* - reading questions
- (D) Grammar - redundant & concise phrases - reading questions/exercises
- (E) Keyword definitions

Lesson 6: Thomas Jefferson & John Woolman

- (A) Vocabulary definitions
- (B) John Woolman: Quaker & abolitionist - reading questions
- (C) Thomas Jefferson - *The Declaration of Independence* - biography - reading questions
- (D) Grammar: quiz on punctuation

Lesson 7: Washington Irving

- (A) Biography - reading questions
- (B) Definitions - reading questions
- (C) New Yorker - reading questions
- (D) Rip Van Winkle - reading questions
- (E) Grammar: punctuation exercise

Lesson 8: Last of the Mohicans

- (A) 1797 map & question
- (B) James Fenimore Cooper - biography
- (C) Last of the Mohicans: chapter 1 - reading questions
- (D) Vocabulary: definitions - sentence creation exercise
- (E) Grammar: punctuation quiz

Lesson 9: Last of the Mohicans

- (A) The Lewis & Clark Trail - reading questions
- (B) Chapter 29 - reading questions
- (C) Vocabulary: dialogue creation exercise
- (D) Grammar: adjective quiz

Lesson 10: William Cullen Bryant

- (A) Biography - *Thanatopsis* - reading questions
- (B) *To a Waterfall* - reading questions
- (C) Vocabulary: poetry terminology - poetry writing exercise - questions
- (D) Grammar: confusing words

Lesson 11: Nathaniel Hawthorne

- (A) Vocabulary: symbol & tone - reading questions
- (B) Young Goodman Brown - reading questions
- (C) Grammar: helping or auxiliary verbs - questions

Lesson 12: Review

- (A) How to write a great 5 paragraph essay - choose a topic for essay
- (B) How to use quotation marks for dialogue - clichés
- (C) Why did you choose the topic?
- (D) Write the final essay & submit

Lesson 13: John Greenleaf Whittier

- (A) Biography - reading questions
- (B) *The Hunter of Men* - reading questions
- (C) *The Farewell - A Sabbath Scene* - reading questions
- (D) Vocabulary: creating sentences
- (E) Grammar: adjective quiz

Lesson 14: Walt Whitman

- (A) Biography - *Oh Captain! My Captain!* - reading questions
- (B) Vocabulary: eulogy & Elegy - questions & writing exercise
- (C) *Leaves of Grass* - reading questions
- (D) Vocabulary: definitions
- (E) Grammar: grammar interjections

Lesson 15: The Poetry of Emily Dickinson

- (A) Vocabulary definitions
- (B) Biography - reading questions
- (C) *I Never Saw A Moor - "Hope" is a Thing With Feathers* - reading questions
- (D) *Success is Counted Sweetness* - reading questions
- (E) *Much Madness is Divinest Sense* - reading questions
- (F) *If You Were Coming in the Fall* - reading questions
- (G) *Parting* - reading questions
- (H) *The Soul Selects Her Own Society* - reading questions
- (I) *I Heard a Fly Buzz Before I Died* - reading questions
- (J) *Because I Could Not Stop for Death* - reading questions
- (K) Grammar: using dashes

Lesson 16: Ralph Waldo Emerson & Henry David Thoreau

- (A) Life & works - reading questions
- (B) Transcendentalism - reading questions
- (C) Quotes - reading questions
- (D) Emerson's grave - reading questions
- (E) Henry David Thoreau - biography - reading questions
- (F) Portrait - Walden: chapter on sound - reading questions
- (G) Vocabulary: definitions
- (H) Grammar: modifiers

Lesson 17: Edgar Allen Poe

- (A) Biography - reading questions
- (B) Vocabulary: poetry terms

- (C) *The Raven* - reading questions
- (D) Grammar: the colon

Lesson 18: Edgar Allen Poe, (cont)

- (A) *The Masque of the Red Death* - reading questions
- (B) Vocabulary - definitions from story

Lesson 19: Mark Twain

- (A) Biography - previous knowledge of Twain - reading questions
- (B) *A Ghost Story* - reading questions
- (C) Vocabulary: definitions from reading
- (D) Grammar: capitalization of relationships

Lesson 20: Jack London

- (A) Philosophy & biography - reading questions
- (B) Elements/terminology of short story review
- (C) War - reading questions
- (D) Grammar: quiz on combining short sentences

Lesson 21: Stephen Crane

- (A) Biography - reading questions
- (B) *The Open Boat* - how to write an essay - writing assignment
- (C) Characterization

Lesson 22: Literature in a Cultural Context

- (A) Essay on culture - reading questions
- (B) Preservation of culture - reading question
- (C) Gloria Anzaldúa: *Borderland* - reading questions
- (D) Booker T. Washington: *Atlanta Exposition Address* - reading questions
- (E) Immigrant research writing assignment
- (F) Vocabulary - defining words/terms from lesson

Lesson 23: Multiculturalism & Chicana Writers

- (A) Definitions of terminology
- (B) Essay on multiculturalism & literature - reading questions
- (C) Cultural circles - reading questions
- (D) Sandra Cisneros - reading questions
- (E) *My Purple House: Color is a Language and a History* - essay & reading questions
- (F) Laura D. Cervantes: biography - reading questions
- (G) *Freeway 280* - reading questions

Lesson 24: Multicultural Perspectives

- (A) Sojourner Truth - *Ain't I a Woman* - reading questions
- (B) Meena Alexander - biography - *The Poetics of Displacement* - reading questions

- (C) Yusef Komunyakaa - biography - *The Whistle* - reading questions
- (D) Essay critiques of multicultural education - essay/poetic form response writing assignment

Lesson 25: F. Scott Fitzgerald

- (A) Biography: research & report assignment
- (B) Vocabulary: definitions of words encountered
- (C) *Bernice Bobs Her Hair* - reading assignment
- (D) Grammar: using punctuation with quotes -
- (E) Report writing assignment

Lesson 26: F. Scott Fitzgerald

- (A) Continue writing report: spelling, punctuation, & grammar checks
- (B) Review & submit report

Lesson 27: Earnest 'Papa' Hemingway

- (A) Hemingway's writing & image - reading questions
- (B) Photo gallery - questions
- (C) Biography - Paris - reading questions
- (D) Literary terms - definitions
- (E) *A Clean, Well Lighted Place* - reading questions
- (F) *The Old Man and the Sea* - reading questions
- (G) Grammar: subject-verb agreement - quiz

Lesson 28: William Faulkner

- (A) Definitions
- (B) Biography - reading questions
- (C) *A Rose for Emily* - reading questions
- (D) Faulkner's acceptance speech - reading questions
- (E) Grammar: its & it's - questions

Lesson 29: Flannery O'Connor

- (A) Definitions
- (B) *A Good Man is Hard to Find* - reading questions
- (C) Grammar: modifiers - test

Lesson 30: Review

- (A) Personal essay assignment - creative nonfiction
- (B) Write essay - edit & review - uses essay form creatively
- (C) Review 5 paragraph essay site

Lesson 31: Edgar Lee Masters: The Spoon River Anthology

- (A) Masters & the Anthology - *The Hill* - reading questions
- (B) Grave of *Hod Putt* - reading questions
- (C) Graveyard "tour" - reading questions
- (D) Epitaph writing assignment

- (E) Vocabulary: definitions & sentence creation
- (F) Grammar: when to write out numbers

Lesson 32: The Poetry of Robert Frost

- (A) Terminology definitions
- (B) Biography - reading questions
- (C) *The Road Not Taken* - reading questions
- (D) *Stopping by Woods on a Snowy Evening* - reading questions
- (E) Mending Wall - reading questions
- (F) Grammar: subject-verb agreement

Lesson 33: E.E. Cummings

- (A) Biography - reading questions
- (B) *In Just* - vocabulary: words & imagery
- (C) *Buffalo Bill* - reading questions
- (D) *Cambridge Ladies Who Live in Furnished Souls* - reading questions
- (E) *Somewhere I Never Traveled, Gladly Beyond* - reading questions
- (F) *R-P-O-P-H-E-S-S-A-G-R* - reading questions
- (G) *Anyone Lived in a Pretty How Town* - reading questions
- (H) Grammar: paraphrasing E.E. Cummings writing style

Lesson 34: Maya Angelou & Langston Hughes

- (A) Maya Angelou: mini biography - reading questions
- (B) Personification - *The Rock Cries Out to Us Today* - reading questions
- (C) The Harlem Renaissance - Langston Hughes: biography = reading questions
- (D) *Justice* - reading questions
- (E) *Harlem Jazz Club* - reading questions
- (F) Poem writing assignment
- (G) Grammar: quiz on modifiers

Lesson 35: Research Project

- (A) Choose an American writer
- (B) Design a two page review for other students to learn about the writer (200 word minimum)
- (C) Review & Submit

Lesson 36: Elizabeth Bishop

- (A) Biography - reading questions
- (B) *Sestina* - reading questions
- (C) Definitions
- (D) *One Art* - reading questions
- (E) Grammar: commas with introductory adverbial elements