## English 3 Curriculum 2009-2010

## 11.3.1 (3<sup>rd</sup> 9 Weeks – 1<sup>st</sup> 4 <sup>1</sup>/<sub>2</sub> Weeks)

	Overarching Theme: <b>The American Dream</b> Collection 5: The Rise of Realism: The Civil			
	Essential Questions: In what ways does the A How did America respon			
	Hobbs Standards	NM Standards & Benchmarks	<b>Resources</b> Textbook and Supplemental Materials. Additional resources may be found at hobbsschools.net	Suggested Activities
A 	<ul> <li>Students will be able to:</li> <li>Reading/Literature</li> <li>1. evaluate the philosophical, political, religious, ethical, and social influences of a historical period</li> </ul>	IV-B.1, I-C.1	<ul> <li><u>Elements of Literature</u>, 5<sup>th</sup> Course. Austin: Holt, Rinehart and Winston, 2007.</li> <li>1. "An Occurrence at Owl Creek Bridge" by Ambrose Bierce, pp. 488-497</li> </ul>	<ul><li>"An Occurrence at Owl Creek Bridge"</li><li>1. Quickwrite: Make the Connection, p.</li></ul>
	<ol> <li>analyze points of view in a selection of literary works on a topic</li> <li>analyze a writer's purpose</li> <li>evaluate a sequence of events and ways in which writers use chronological order</li> <li>analyze the way voice, tone, and choice of narrator affect characterization, and plot</li> </ol>	IX-C.1 III-C.1 IX-B.4 IX-C.3		<ol> <li>489</li> <li>Vocabulary Development</li> <li>Differentiating Instruction: LHD – Modeling, p. 490</li> <li>Read Aloud – Think Aloud</li> <li>Reading Skills Review: Analyzing Chronological Order, p. 493</li> <li>Literary Criticism, p. 496</li> </ol>
	<ol> <li>recognize situational and verbal irony and their purposes in literature</li> <li>recognize the use of the vernacular to create humor</li> </ol>	IX-B.3 III-B.4	2. Comparing Points of View: The Civil War	<ol> <li>Graphic Organizer: Point of View</li> <li>View movie: "An Occurrence at Owl Creek Bridge"</li> </ol>
	8. identify the relationship between visual art and the written word	VII-B.4	• "A Mystery of Heroism" by Stephen Crane, pp. 498-507	"A Mystery of Heroism" 1. In pairs, read from the Holt Reader
	<ol> <li>evaluate content, format, and structure used in informational presentations</li> <li>make extensive use of primary sources</li> </ol>	VII-E.1 V-C.1	• "War is Kind" by Stephen Crane, pp. 508- 510	<ul><li>2. Complete notes and questions as students read in pairs</li><li>"War is Kind"</li></ul>
	<ul> <li>to analyze the validity and reliability of informational texts</li> <li>11. pose questions and make reasonable explanations of informational text</li> </ul>	VII-D.1		<ol> <li>Selection Starter, p. 508</li> <li>Discuss situational irony and verbal irony in the short story and the poem</li> </ol>
	<ul><li>12. evaluate a live recording to identify elements of comedy and comic form</li></ul>	IX-E.2, 3	<ul> <li>Connected Readings</li> <li>"Letter to His Son" by Robert E. Lee, pp. 511-512</li> <li>"Letter to Sarah Ballou" by Maj. Sullivan</li> </ul>	<ul> <li>Connected Readings</li> <li>1. After reading the seven selections, use Thinking Critically questions 2, 5, and 6, p. 518</li> </ul>

<ul> <li>Ballou, p. 513</li> <li>"The Gettysburg Address" by Abraham Lincoln, p. 514</li> <li>"from A Diary from Dixie" by Mary</li> </ul>	2. Writing: Tracing a Theme, p. 519
<ul> <li><i>Trom</i> A Diary from Dixle by Mary Chestnut, p. 515</li> <li><i>"from</i> Men at War: An Interview with Shelby Foote" by Ken Burns, pp. 516-517</li> </ul>	
<ol> <li>"The Celebrated Jumping Frog of Calaveras County" by Mark Twain, pp. 523-533 Literary Focus: Comic Devices, p. 525</li> </ol>	<ul> <li>"The Celebrated Jumping Frog of Calaveras County"</li> <li>Vocabulary Development</li> <li>Read aloud to understand the vernacular</li> <li>Think-Pair-Share to answer the Response and Analysis questions</li> </ul>
<ol> <li>"A Pair of Silk Stockings" by Kate Chopin, pp. 568-575</li> </ol>	<ul> <li>"A Pair of Silk Stockings"</li> <li>Skills Starter, p. 569</li> <li>Read "A Pair of Silk Stockings"</li> <li>Create a T-Chart to record the differences in the position of women in the 1890s and women today.</li> <li>Discuss theme</li> </ul>
<ol> <li>"A Wagner Matinee" by Willa Cather, pp. 578- 586 Literary Focus: Setting</li> </ol>	<ul> <li>"A Wagner Matinee"</li> <li>Vocabulary Development</li> <li>Viewing the Art, p. 581 and question 5, p. 586</li> <li>Create a folded house and illustrate the setting. Unfold the house and write a description of the setting using quotes to exemplify setting</li> </ul>
<ul> <li>6. Edwin Arlington Robinson</li> <li>"Richard Cory," pp. 588-589</li> <li>"Miniver Cheevy," pp. 590-592</li> </ul>	<ul> <li>"Richard Cory" and "Miniver Cheevy"</li> <li>Quickwrite, p. 589</li> <li>Content-Area Connections – Music, p. 591</li> <li>How does Richard Cory represent the American Dream?</li> <li>What is Miniver Cheevy's American Dream?</li> </ul>
7. Paul Laurence Dunbar	"Douglass" and "We Wear the Mask"

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			<ul> <li>"Douglass," pp. 598-599</li> <li>"We Wear the Mask," p. 599</li> </ul>	<ol> <li>Focus Question, p. 597</li> <li>Answer Thinking Critically and compare what Dunbar has to say about Douglass to what you know about Douglass.</li> <li>"We Wear the Mask" Thinking Critically 1-3.</li> </ol>
			Summative Assessment: Collection 5 The Rise of Realism: The Civil War to 1914	Summative Assessment: Collection 5 <b>The</b> <b>Rise of Realism: The Civil War to 1914</b>
			Writing Workshop: Reporting Historical Research, pp. 602-609	Writing Workshop: Reporting Historical Research
B	Writing/Listening/Speaking		<u>Elements of Literature</u> , 5 <sup>th</sup> Course. Austin: Holt, Rinehart and Winston, 2007	<ol> <li>Quickwrites for Class Starters</li> <li>Complete written assignments for</li> </ol>
	<ol> <li>Students will be able to:</li> <li>practice writing through the use of various</li> </ol>	III. D.1	Kinenari and Winston, 2007	2. Complete written assignments for various selections
	selection Quickwrites	III. D.1	Writing: Reporting Historical Research: An	3. Tracing a Theme-Write a multi-
	2. construct an essay comparing the ways that theme is developed in two or more of the Civil War selections	IV. D-1	<ul> <li>Annotated Bibliography, pp. 602-609</li> <li>A Guide to Annotated Bibliographies <u>http://owl.english.purdue.edu./</u></li> </ul>	paragraph essay comparing the ways that theme is developed in two or more of the selections, focusing on the writers' ideas
	3. describe how the setting plays a central role	I-D.2		of that theme in the context of the Civil War
	on the emotions of a character in the short story		Analytical Scale and Rubric – Modified	<ul><li>4. Describe the setting for Willa Cather's "A Wagner Matinee"</li></ul>
	4. formulate a question for investigating historical research	V-A.1		5. Correct punctuation of titles for books,
	5. utilize a variety of techniques and strategies for researching historical topics	V-B.1,2	<b>Speaking:</b> Presenting Historical Research, pp. 622-623	<ul><li>movies, plays, short stories, poems</li><li>6. Writing Workshop pp. 602-609</li></ul>
	<ol> <li>develop an oral presentation for a specific audience in order to effectively report meaningful findings</li> </ol>	V-D.1, 2	Analytical Scale and Rubric – One-Stop Planner Collection 4, Listening & Speaking Workshop:	Modified to Annotated Bibliography (PowerNotes PowerPoint and graphic organizers on One-Stop Planner)
	<ul> <li>7. synthesize information from multiple research studies in order to produce a well- defined historical research project</li> </ul>	V-E.1, 2	Presenting Historical Research, Assessment, Holt Assessment: Writing, Listening, & Speaking, Writing: Presenting Historical Research (Analytical	<ul><li>Research</li><li>Prewriting</li><li>Develop Thesis</li></ul>
	<ol> <li>examine complex issues to create an annotated bibliography with correctly cited quotations and information</li> </ol>	V-E. 3, 4	Scale and Rubric) Adapted	<ul> <li>Proofreading and publishing</li> <li>7. Listening &amp; Speaking Workshop: Presenting Historical Research, pp. 622-</li> </ul>
	9. apply knowledge of appropriate publication manual (MLA) to cite source materials, create bibliography, works cited, and quoted	IV-G.1		623
	passages 10. correctly use italics (or underlining) and quotation marks with titles	II-C.1		
	<ol> <li>synthesize sources for the creation of a formal research paper</li> <li>synthesize a variety of types of visual</li> </ol>	IV-A.4 V-B.3		

	information including pictures and graphic organizers for a research topic				
C	<ul> <li>Vocabulary</li> <li>Students will be able to: <ol> <li>analyze and use context clues to determine word definitions</li> <li>create etymology maps to understand archaic words and Latin, Greek and Anglo-Saxon affixes</li> <li>identify synonyms and antonyms</li> <li>understand noun-forming suffixes</li> <li>add to vocabulary research file</li> </ol> </li> </ul>	I- A.3 I-A.1 I-A.2 II-B.2 I-D.1	<ul> <li><u>Elements of Literature</u>, 5<sup>th</sup> Course. Austin: Holt, Rinehart and Winston, 2007</li> <li>One-Stop Planner: Vocabulary Development (selected stories) <ul> <li>"An Occurrence at owl Creek Bridge"</li> <li>"A Mystery of Heroism"</li> <li>"The Celebrated Jumping Frog of Calaveras County"</li> <li>"A Pair of Silk Stockings"</li> <li>"A Wagner Matinee"</li> </ul> </li> <li>PowerPoint <ul> <li>"An Occurrence at owl Creek Bridge"</li> <li>"A Pair of Silk Stockings"</li> </ul> </li> </ul>	<ol> <li>Vocabulary Development: Synonyn and Antonyms, p. 497</li> <li>Vocabulary Development: Yes or N p. 510</li> <li>Vocabulary Development: Yes or N p. 533</li> <li>Vocabulary Development: Diagram Context, p. 587</li> <li>Vocabulary Resource File in binder</li> <li>Class Starters: Copy word, part speech, and definition</li> <li>Complete vocabulary activity sentences as a whole group</li> <li>Complete Vocabulary Develop Worksheets</li> <li>Academic Vocabulary is included in reading and literature activities in ex Collection.</li> </ol>	Io, Io, ming of ment n the

D	Grammar and Language		"Language Handbook," Elements of Literature, 5th	1.	Class Starters: Monday, Wednesday,
	Students will be able to		Course. Austin: Holt, Rinehart and Winston, 2007.		Friday
	1. interpret groups of words as fragments or	IV-F.1	pp. 1399-1437.	2.	Proofreading Warm-Ups to reinforce
	complete sentences				grammar s
	2. identify and separate the subject and	II. B-2	One-Stop Planner, Collection 1, p. 3	3.	Use Language Handbook Worksheets as
	predicate of a sentence in different types of		Language Handbook Activities		time permits
	sentences				<ul> <li>Identifying Sentences</li> </ul>
	3. combine each set of sentences to create one	II. A-1			<ul> <li>Identifying Subject and Predicate</li> </ul>
	sentence with a compound subject or a				<ul> <li>Identifying and Using Compound</li> </ul>
	compound verb				Subjects and Compound Verbs
	4. identify complements	II.A-1			• Finding the Subject in Different
	5. understand subordinating conjunctions	II. A-3			Types of Sentences
					Identifying Complements