

English 3 Curriculum 2009-2010

11.3.1 (3rd 9 Weeks – 1st 4 1/2 Weeks)

<p>Overarching Theme: The American Dream Collection 5: The Rise of Realism: The Civil War to 1914 Essential Questions: In what ways does the American Dream mean different things for different Americans? How did America respond to the Civil War?</p>				
	Hobbs Standards	NM Standards & Benchmarks	Resources Textbook and Supplemental Materials. Additional resources may be found at hobbsschools.net	Suggested Activities
A	<p>Students will be able to: Reading/Literature</p> <ol style="list-style-type: none"> 1. evaluate the philosophical, political, religious, ethical, and social influences of a historical period 2. analyze points of view in a selection of literary works on a topic 3. analyze a writer’s purpose 4. evaluate a sequence of events and ways in which writers use chronological order 5. analyze the way voice, tone, and choice of narrator affect characterization, and plot 6. recognize situational and verbal irony and their purposes in literature 7. recognize the use of the vernacular to create humor 8. identify the relationship between visual art and the written word 9. evaluate content, format, and structure used in informational presentations 10. make extensive use of primary sources to analyze the validity and reliability of informational texts 11. pose questions and make reasonable explanations of informational text 12. evaluate a live recording to identify elements of comedy and comic form 	<ol style="list-style-type: none"> IV-B.1, I-C.1 IX-C.1 III-C.1 IX-B.4 IX-C.3 IX-B.3 III-B.4 VII-B.4 VII-E.1 V-C.1 VII-D.1 IX-E.2, 3 	<p><u>Elements of Literature</u>, 5th Course. Austin: Holt, Rinehart and Winston, 2007.</p> <ol style="list-style-type: none"> 1. “An Occurrence at Owl Creek Bridge” by Ambrose Bierce, pp. 488-497 2. Comparing Points of View: The Civil War <ul style="list-style-type: none"> • “A Mystery of Heroism” by Stephen Crane, pp. 498-507 • “War is Kind” by Stephen Crane, pp. 508-510 <p>Connected Readings</p> <ul style="list-style-type: none"> • “Letter to His Son” by Robert E. Lee, pp. 511-512 • “Letter to Sarah Ballou” by Maj. Sullivan 	<p>“ An Occurrence at Owl Creek Bridge”</p> <ol style="list-style-type: none"> 1. Quickwrite: Make the Connection, p. 489 2. Vocabulary Development 3. Differentiating Instruction: LHD – Modeling, p. 490 4. Read Aloud – Think Aloud 5. Reading Skills Review: Analyzing Chronological Order, p. 493 6. Literary Criticism, p. 496 7. Graphic Organizer: Point of View 8. View movie: “An Occurrence at Owl Creek Bridge” <p>“A Mystery of Heroism”</p> <ol style="list-style-type: none"> 1. In pairs, read from the Holt Reader 2. Complete notes and questions as students read in pairs <p>“War is Kind”</p> <ol style="list-style-type: none"> 1. Selection Starter, p. 508 2. Discuss situational irony and verbal irony in the short story and the poem <p>Connected Readings</p> <ol style="list-style-type: none"> 1. After reading the seven selections, use Thinking Critically questions 2, 5, and 6, p. 518

		<p>Ballou, p. 513</p> <ul style="list-style-type: none"> • “The Gettysburg Address” by Abraham Lincoln, p. 514 • “<i>from</i> A Diary from Dixie” by Mary Chestnut, p. 515 • “<i>from</i> Men at War: An Interview with Shelby Foote” by Ken Burns, pp. 516-517 <p>3. “The Celebrated Jumping Frog of Calaveras County” by Mark Twain, pp. 523-533 Literary Focus: Comic Devices, p. 525</p> <p>4. “A Pair of Silk Stockings” by Kate Chopin, pp. 568-575</p> <p>5. “A Wagner Matinee” by Willa Cather, pp. 578-586 Literary Focus: Setting</p> <p>6. Edwin Arlington Robinson</p> <ul style="list-style-type: none"> • “Richard Cory,” pp. 588-589 • “Miniver Cheevy,” pp. 590-592 <p>7. Paul Laurence Dunbar</p>	<p>2. Writing: Tracing a Theme, p. 519</p> <p>“The Celebrated Jumping Frog of Calaveras County”</p> <ol style="list-style-type: none"> 1. Vocabulary Development 2. Read aloud to understand the vernacular 3. Think-Pair-Share to answer the Response and Analysis questions <p>“A Pair of Silk Stockings”</p> <ol style="list-style-type: none"> 1. Skills Starter, p. 569 2. Read “A Pair of Silk Stockings” 3. Create a T-Chart to record the differences in the position of women in the 1890s and women today. 4. Discuss theme <p>“A Wagner Matinee”</p> <ol style="list-style-type: none"> 1. Vocabulary Development 2. Viewing the Art, p. 581 and question 5, p. 586 3. Create a folded house and illustrate the setting. Unfold the house and write a description of the setting using quotes to exemplify setting <p>“Richard Cory” and “Miniver Cheevy”</p> <ol style="list-style-type: none"> 1. Quickwrite, p. 589 2. Content-Area Connections – Music, p. 591 3. How does Richard Cory represent the American Dream? 4. What is Miniver Cheevy’s American Dream? <p>“Douglass” and “We Wear the Mask”</p>
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	information including pictures and graphic organizers for a research topic			
C _____ 1. analyze and use context clues to determine word definitions _____ 2. create etymology maps to understand archaic words and Latin, Greek and Anglo-Saxon affixes _____ 3. identify synonyms and antonyms _____ 4. understand noun-forming suffixes _____ 5. add to vocabulary research file	Vocabulary Students will be able to:	I- A.3 I-A.1 I-A.2 II-B.2 I-D.1	<u>Elements of Literature</u> , 5 th Course. Austin: Holt, Rinehart and Winston, 2007 One-Stop Planner: Vocabulary Development (selected stories) <ul style="list-style-type: none"> • “An Occurrence at owl Creek Bridge” • “A Mystery of Heroism” • “The Celebrated Jumping Frog of Calaveras County” • “A Pair of Silk Stockings” • “A Wagner Matinee” PowerPoint <ul style="list-style-type: none"> • “An Occurrence at owl Creek Bridge” • “A Pair of Silk Stockings” 	1. Vocabulary Development: Synonyms and Antonyms, p. 497 2. Vocabulary Development: Yes or No, p. 510 3. Vocabulary Development: Yes or No, p. 533 4. Vocabulary Development: Diagramming Context, p. 587 5. Vocabulary Resource File in binder <ul style="list-style-type: none"> • Class Starters: Copy word, part of speech, and definition • Complete vocabulary activity sentences as a whole group • Complete Vocabulary Development Worksheets 6. Academic Vocabulary is included in the reading and literature activities in each Collection.

D _____ _____ _____ _____ _____	Grammar and Language Students will be able to 1. interpret groups of words as fragments or complete sentences 2. identify and separate the subject and predicate of a sentence in different types of sentences 3. combine each set of sentences to create one sentence with a compound subject or a compound verb 4. identify complements 5. understand subordinating conjunctions	IV-F.1 II. B-2 II. A-1 II.A-1 II. A-3	“Language Handbook,” <u>Elements of Literature</u> , 5 th Course. Austin: Holt, Rinehart and Winston, 2007. pp. 1399-1437. One-Stop Planner, Collection 1, p. 3 Language Handbook Activities	1. Class Starters: Monday, Wednesday, Friday 2. Proofreading Warm-Ups to reinforce grammar s 3. Use Language Handbook Worksheets as time permits <ul style="list-style-type: none"> • Identifying Sentences • Identifying Subject and Predicate • Identifying and Using Compound Subjects and Compound Verbs • Finding the Subject in Different Types of Sentences • Identifying Complements
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