UNIT 1: The American Dream

Activity

1.1 Previewing the Unit
1.2 Defining a Word, Idea or Concept...Essay: “A Cause Greater Than Self” by Senator John McCain
1.3 America’s Promise  
   Speech: President Roosevelt’s Address at Statue of Liberty Celebration  
   Poem: “The New Colossus” by Emma Lazarus
1.4 America’s Voices  
   Poetry: “I Hear America Singing,” by Walt Whitman  
   Poetry: “I, Too, Sing America,” by Langston Hughes
1.5 Filling the Promise...Short Story: “America and I” by Anzia Yezierska
1.6 Defining an American  
   Excerpt: “What is an American?” from Letters from an American Farmer by Hector St. Jean de Crevecoeur
1.7 A Hyphenated American...Essay: “Growing Up Asian” by Kesaya E. Noda
1.8 Researching Images of America  
   Poems —“Let America Be America Again” by Langston Hughes
1.9 What is freedom?  
   Speech: “Four Freedoms” by President Franklin Delano Roosevelt
   Primary Sources: Declaration of Independence; The Bill of Rights
   Foundational document: The Preamble to the Constitution of the United States
1.10 Strategies for Defining Freedom  
    Definition: “What is Freedom?” by Jerald M. Jellison and John H. Harvey

Embedded Assessment 1: Writing a Definition Essay
1.11 Previewing Embedded Assessment #2 Synthesizing Ideas
1.12 Annotating an Argumentative Text  
   Argumentative text: “Is the American Dream Still Possible?” by David Wallechinsky
1.13 The Structure of an Argument...Primary Source: Declaration of Independence
1.14 Filling America’s PromiseNaturalization Test
1.15 The Structure of an Argument...Primary Source: Declaration of Independence
1.16 Coming to America: Immigration  
   Poetry: “Ellis Island,” by Joseph Bruchac; “On Being Brought from Africa to America” by Phillis Wheatley
   Poetry: “Europe and America,” by David Ignatow
1.17 Getting to Know the American Dream  
   Memoir: From Tyranny to the American Dream by Sam Lien Le
1.18 Money and The American Dream  
   Poetry: “Money,” by Dana Gioia
   Drama Excerpt: from A Raisin in the Sun, by Lorraine Hansberry
1.19 Working Toward the Dream  
   Nonfiction: Excerpt from Working, “Roberto Acuna Talks About Farm Workers,” by Studs Terkel
1.20 The Road to Success  
   Speech Excerpt: from 2004 Democratic National Convention, Keynote by Barack Obama
1.21 American Dream: Real or Imagined?

Embedded Assessment 2: Synthesizing the American Dream
UNIT 2: The Power of Persuasion

Activity

2.1 Previewing the Unit
2.2 Preparing to Read *The Crucible*: Setting Context
   - *Sermon* “Sinners in the Hands of an Angry God,” by Jonathan Edwards

2.3 Salem Society: Meet the Characters
   - *Drama: The Crucible* (Act 1) by Arthur Miller

2.4 The Beginnings of Characterization
   - *Drama: The Crucible* (Act 1) by Arthur Miller

2.5 Pivotal Scene 1: Considering Interpretations
   - *Drama: The Crucible* (Act 1) by Arthur Miller

2.6 Analyzing the Elements of a Script
   - *Drama: The Crucible* (Act 1) by Arthur Miller

2.7 Illuminating Hysteria: Characters, Conflict and Social Commentary
   - *Article* “The Lessons of Salem,” by Laura Shapiro
   - *Fable* “The Very Proper Gander,” by James Thurber

2.8 Conflicts in Salem

2.9 Speaking like a Puritan

2.10 Pivotal Scene 2: Proctor and Elizabeth

2.11 Courtroom Drama: Actions Expose Character
   - *Drama: The Crucible* (Act 3) by Arthur Miller

2.12 The Role of Irony in Climax
   - *Drama: The Crucible* (Act 3) by Arthur Miller

2.13 Speaking Out
   - *Speech Excerpt*: from “A Declaration of Conscience,” by Margaret Chase Smith
   - *Essay: Why I Wrote The Crucible: An Artist’s Answer to Politics*

2.14 Integrity Rises to the Top: Writing Dialogue
   - *Drama excerpts*: from The Crucible by Arthur Miller

2.15 Comparing Interpretation, Arriving at Conclusions
   - *Drama: The Crucible* (Act 3) by Arthur Miller
   - *Film: The Crucible*

2.16 Timed Writing

2.17 Contemporary Conflicts ...
   - *Drama: The Crucible* (Act 4) by Arthur Miller

Embedded Assessment 1: Creating and Performing a Dramatic Scene

2.18 Learning to Speak with Confidence

2.19 American Rhetoric: Historical Context
   - *Speech : Second Inaugural Address of Abraham Lincoln*

2.20 The Structure and Rhetoric in Revolution
   - *Speech: “Speech to the Virginia Convention” by Patrick Henry*

2.21 The Case for Revolution: Rhetorical Appeals
   - *Speech “Gettysburg Address,” by Abraham Lincoln*

2.22 Planning the Delivery
   - *Speech “1st Inaugural Address,” by Franklin D. Roosevelt*

2.23 One Last Stand with Syntax
   - *Speech “Inaugural Address,” by John F. Kennedy*

2.24 Special Deliveries
   - *Speech “9/11 Address to the Nation,” by George W. Bush*
   - *Speech “President-Elect Victory Speech,” by Barack Obama*

Embedded Assessment 2: Writing and Presenting a Persuasive Speech
## UNIT 3: American Forums: The Marketplace of Ideas

### Activity

| 3.1 | Previewing the Unit |
| 3.2 | Rights and Responsibility |
| **Primary Document:** First Amendment to the Constitution |
| **Informational Text:** The Role of Media in Our Democracy by George A. Krimsky |
| 3.3 | Introducing the Media |
| 3.4 | Independent Reading: Newspapers... |
| **Text:** various quotes about newspapers |
| 3.5 | Debating the Newspaper: Part II |
| **Editorial:** "The Newspaper Is Dying—Hooray for Democracy," by Andrew Potter |
| 3.6 | News or Views: A Closer Look |
| **Informational Text:** Types of Bias |
| **Article:** "Facebook Photos Sting Minnesota High School Students" |
| **Article:** "Federal Way Schools Restrict Gore Film" |
| 3.7 | Bias of Rhetoric |
| **Informational Text:** Types of Slanted Techniques |
| 3.8 | Fair and Balanced |
| **Editorial:** "Abolish High School Football!" by Raymond Schroth |
| **Editorial:** "Facing Consequences at Eden Prairie High" |
| 3.9 | How to Read an Editorial |
| **Editorial:** "Time to raise the bar in high schools," by Jack O'Connell |
| **Editorial:** "New Michigan Graduation Requirements Shortchange Many Students," by Nick Thomas |
| 3.10 | How to Write an Editorial |
| **Editorial:** "Why I Hate Cell Phones," by Sara Reihani |
| 3.11 | Where’s Your Proof? |
| 3.12 | Reading and Writing a Letter to the Editor |
| **Editorial:** "Why I Hate Cell Phones," by Sara Reihani |
| 3.13 | Fallacies 101 |
| 3.14 | How to Read and Write an Editorial Cartoon |
| **Informational Text:** "An Inside Look at Editorial Cartoons," by Bill Brennen |
| **Sample Editorial Cartoons** |
| 3.15 | Introduction to Satire |
| **Informational Text:** Introduction to Satire |
| 3.16 | Identifying the Elements of Satire |
| **Satire:** "Let's Hear It for the Cheerleaders," by David Bouchier |
| 3.17 | The Satirical Spectrum |
| **Sample Editorial Cartoons** |
| 3.18 | The Tone of Satire |
| **Satire:** "Girl Moved to Tears by Of Mice and Men Cliff Notes," from The Onion |
| 3.19 | Writing a Parody |
| **Parody:** "In Depth but Shallowly," by Dave Barry |
| 3.20 | Need Some Advice? |
| **Satire:** "Advice to Youth," by Mark Twain |
| 3.21 | Twain in Twain |
| **Satire:** "The War Prayer," by Mark Twain |
| 3.22 | The Satirical Critique |
| **Satires:** "Gambling in Schools," by Howard Mohr; "How to Poison the Earth," by Linnea Saukko |
| **Embedded Assessment 2:** Writing a Satirical Piece |
Unit 4: The Pursuit of Happiness

Activity

4.1 Previewing the Unit

4.2 Searching for Meaning

**Essays:** from *Self-Reliance*, by Ralph Waldo Emerson; from *Walden*, by Henry David Thoreau

4.3 Re-searching for Meaning

4.4 Linking the Past to the Present

**Poetry:** “In the Depths of Solitude,” by Tupac; “Remember” by Joy Harjo

**Song:** “Rocky Mountain High” by John Denver

4.5 Another Transcendental View

*Art: The Oxbow by Thomas Cole; Kindred Spirits by Asher Durand

4.6 Drafting My Credo

**Nonfiction:** Credo from “All I Really Need to Know I Learned in Kindergarten,” by Robert Fulghum

4.7 Writer’s Craft: Revising My Credo

4.8 Framing the Subject

**Biography excerpt:** “Author’s Note,” from *Into the Wild*, by Jon Krakauer

4.9 Literary Connection

**Biography:** Into the Wild, by Jon Krakauer

4.10 Literary Connection

**Biography:** Into the Wild, by Jon Krakauer

4.11 Meaning Through Structure

**Biography:** Into the Wild, by Jon Krakauer

4.12 A Personal Perspective

**Biography excerpt:** From Into the Wild, by Jon Krakauer

4.13 Writer’s Craft: A personal Perspective on Style

4.14 Reflecting on Life Experiences

**Essay:** “A View from Mount Ritter,” by Joseph T. O’Connor

4.15 Making Your Choice

**Embedded Assessment 1:** Writing a Personal Essay

4.16 The Nature of Nature

**Biography:** Chapters 16-17 from *Into the Wild*, by Jon Krakauer

4.17 Many Ways of Showing

**Biography:** Chapters 18 from *Into the Wild*, by Jon Krakauer

4.18 Searching for the Author

**Biography:** Chapters 18 from *Into the Wild*, by Jon Krakauer

4.19 Nuts and Bolts of the Multi-Genre Research Project

**Multi-Genre Research Project:** Sample #1

“Vignette: Four Skinny Trees” by Sandra Cisneros

**Poetry:** “If a Tree Falls” by Bruce Cockburn

**Cartoon Strip:** Calvin and Hobbes by Bill Watterson

**Multi-Genre Research Project:** Sample #2

**Poetry:** “Daisies” by Louise Gluck from *The Wild Iris*

**Song lyrics:** “Mother Nature’s Son” by John Lennon and Paul McCartney

**Multi-Genre Research Project:** Sample #3

**Parody:** “Man Cites Nature as Inspiration for Random Cruelty,” from *The Onion*

**Comic Strip:** “Dilbert” by Scott Adams

**Article:** “Nature is overrated, NYC park goers choose screens over trees” by Jennifer Van Grove from http://venturebeat.com/ online magazine

4.21 Thematic Threads to Create Flow

4.22 Introducing and Concluding the Multi-Genre Portfolio

**Embedded Assessment 2:** Writing a Multi-Genre Research Project

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Unit 5: An American Journey

Activity

5.1 Previewing the Unit

5.2 An Introduction to the Harlem Renaissance
  *Film Documentary:* Jump at the Sun
  *Art:* Life Every Voice and Sing by Augusta Savage
  *Art:* Drawing in Two Colors by Winold Reiss
  *Art:* Les Feitches by Lois Marilou Jones
  Non-Fiction Excerpt: from “The New Negro” by Alain Locke
  Non-Fiction Excerpt: from “On ‘From the Dark Tower’” by Eugenia W. Collier
  Poetry: Theme for English B by Langston Hughes
  Poetry: “Lift Every Voice and Sing” by James Weldon Johnson

5.3 “Exploring, Recording, and Imagining Research”
  Non-Fiction excerpt: “The Harlem Renaissance,” adapted from The 1920s by Kathleen Drowne and Patrick Huber

5.4 “Synthesizing Facts, Interpretation, and Imagination”

5.5 “Finalizing Research”

5.6 “Introducing and Concluding the Multi-media Research Project”

Embedded Assessment 1: Perspectives of the Harlem Renaissance

5.7 “A Unity of Opposites”
  Essay: “How It Feels to Be Colored Me,” by Zora Neale Hurston

5.8 “Hurston’s Colorful Language”
  Short Story: “Sweat,” by Zora Neale Hurston

5.9 Janie’s Return Home
  Novel Excerpt: from Their Eyes Were Watching God, by Zora Neale Hurston

5.10 Nanny’s Life
  Poetry: “Mother to Son,” by Langston Hughes
  *Novel: Their Eyes Were Watching God, by Zora Neale Hurston

5.11 Nanny, Janie, and Logan
  *Novel: Their Eyes Were Watching God, by Zora Neale Hurston

5.12 Janie’s New Life
  *Novel: Their Eyes Were Watching God, by Zora Neale Hurston

5.13 Janie’s “Route of Tradition”
  *Novel: Their Eyes Were Watching God, by Zora Neale Hurston

5.14 Discussion Groups
  *Novel: Their Eyes Were Watching God, by Zora Neale Hurston

5.15 The End of a Long Journey
  *Novel: Their Eyes Were Watching God, by Zora Neale Hurston
  Non-Fiction excerpt: from Opportunity by Alain Locke (1938)
  Non-Fiction excerpt: from “Between Laughter and Tears,” New Masses, by Richard Wright, (1937)

5.16 Oprah Winfrey Presents
  *Film: Their Eyes Were Watching God, directed by Darnell Martin

Embedded Assessment 2: Writing an Analytical Essay