



P A C I N G G U I D E

American Literature

Unit 1

An Emerging Nation

6 Weeks

- **OVERVIEW:**

Students examine writings from 1600 to 1800 including texts from Native Americans, early explorers and settlers, early religious communities, and revolutionists.

- **Textbook Location and Stories:**

Unit 1: Pages 18-299

- Morning Dove, *Coyote and the Buffalo*
- Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah*
- Jonathan Edwards, *Sinners in the Hands of an Angry God (selections)*
- Thomas Jefferson, *The Declaration of Independence*

- **Key Learning Goals:**

- Analyze historical context and cultural differences
- Identify characteristics of creation myth, trickster tales, folk tales, memoirs, historical narratives, drama, and autobiographies
- Synthesize ideas and connect textd
- Develop strategies for reading older texts
- Develop comprehension monitoring skills
- Create a multimedia presentation
- Analyze how media messages influence cultural values and stereotypes
- Understand and use specialized vocabulary

Unit 2

American Romanticism

6 Weeks

- **OVERVIEW:**

Students examine writings from 1800 to 1855 including texts from early romantic writers, poets, transcendentalist, and gothic writers.

- **Textbook Location and Stories:**

Unit 2: Pages 300-511

- William Cullen Bryant, *Thanatopsis*
- Henry Wadsworth Longfellow, *A Psalm of Life and The Tide Rises, the Tide Falls*
- Ralph Waldo Emerson, *Self-Reliance (selections) and Nature (selections)*
- Henry David Thoreau, *Walden (selections)*
- Edgar Allan Poe, *The Raven*

- **Key Learning Goals:**

- What text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- How to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- The integration and evaluation of content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- How to read and comprehend complex literary and informational texts independently and proficiently.
- 18th century American slave narratives
- The fundamentals of autobiography in American slave narratives
- The basic facts of American slavery

Unit 3**From Romanticism to Realism****6 Weeks**

- **OVERVIEW:**

Students examine writings from 1855 to 1870 including texts from Walt Whitman, Emily Dickinson, Civil War literature, and *The Red Badge of Courage*.

- **Textbook Location and Stories:**

Unit 3: pages 512 – 637

- Walt Whitman, *I Hear America Singing, Song of Myself, A Noiseless Patient Spider, and Beat! Beat Drums!*
 - Emily Dickinson, *Because I Could Not Stop for Death, Success is Counted Sweet, Much Madness is divinest Sense, My life closed twice before its close, The Soul selects her own Society, I heard a Fly buzz—when I died, and My life had stood—a Loaded Gun*
 - Harriet Jacobs, *Incidents in the Life of a Slave Girl (selections)*
 - Abraham Lincoln, *The Gettysburg Address*
 - Stephen Crane, *The Red Badge of Courage*
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- **Key Learning Goals:**

- What text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- How to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- The integration and evaluation of content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- How to read and comprehend complex literary and informational texts independently and proficiently.
- How to research an author's life and major works
- The role of historical and literary context in shaping the meaning of a literary text
- The life and work of a major 19th century American writer (Emily Dickinson, Walt Whitman, Abraham Lincoln, or Frederick Douglass)

Unit 4**Regionalism & Nationalism****6 Weeks**

- **OVERVIEW:**

Students examine writings from 1870 to 1910 including texts from Mark Twain, different regions of the United States, Naturalism movement, and women authors.

- **Textbook Location and Stories:**

Unit 4: pages 638 – 833

- Mark Twain, *The Autobiography of Mark Twain (selections) and Life on the Mississippi (selections)*
- Stephen Crane, *The Open Boat*
- Jack London, *The Law of Life*
- Edith Wharton, *April Showers*

- **Key Learning Goals:**

- What text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - How to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - Words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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- The integration and evaluation of content presented in diverse formats and media, including visually and quantitatively, as well as in words.
 - How to read and comprehend complex literary and informational texts independently and proficiently.
 - Allegory & Metaphor
 - Characterization
 - Personification & Anthropomorphism
 - Connotation in literary writing

Unit 5

The Harlem Renaissance & Modernism

6 Weeks

- **OVERVIEW:**

Students examine writings from 1910 to 1940 including texts from Harlem Renaissance writers, modern American poets, and modern American short story authors.

- **Textbook Location and Stories:**

Unit 5: pages 860 – 1143

- Langston Hughes, *Harlem, The Negro Speaks Rivers, I, Too, and The Weary Blues*
- James Weldon Johnson, *My City and If We Must Die*
- Zora Neale Hurston, *How It Feels to Be Colored Me*
- Carl Sandburg, *Chicago*
- Robert Frost, *Acquainted with the Night*
- Ezra Pound, *In a Station of the Metro*
- William Carlos Williams, *Spring and All*
- F. Scott Fitzgerald, *Winter Dreams*
- Eudora Welty, *A Worn Path*
- Ernest Hemingway, *A New Kind of War*

- **Key Learning Goals:**

- What text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - How to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - Words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - The integration and evaluation of content presented in diverse formats and media, including visually and quantitatively, as well as in words.
 - How to read and comprehend complex literary and informational texts independently and proficiently.
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- How to read and comprehend complex literary and informational texts independently and proficiently.
 - Distinguish literal from figurative meaning
 - Craft effective sentences by using vivid language, phrases, and coordinating conjunctions
 - Interpret and evaluate information presented in media and illustrations

Unit 6

Contemporary Literature

6 Weeks

- **OVERVIEW:**

Students examine writings from 1940 to the present including texts from modern American dramas, responses to World War II, the Civil Rights movement, and contemporary authors.

- **Textbook Location and Stories:**

Unit 6: pages 1144 – 1337

- *Celest Ng, Everything I Never Told You*
- *Arthur Miller, The Crucible*
- *Flannery O'Connor, A Good Man is Hard to Find*
- *James Baldwin, My Dungeon Shook: Letter to my Nephew*
- *Martin Luther King, Letter from a Birmingham Jail (selections)*

- **Key Learning Goals:**

- What text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - How to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - Words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - The integration and evaluation of content presented in diverse formats and media, including visually and quantitatively, as well as in words.
 - Make inferences about theme, genre, structure, and elements of drama in different cultural and historical contexts
 - How to read and comprehend complex literary and informational texts independently and proficiently.
 - Analyze an argument in a newspaper
 - Use context clues to determine the meaning of idioms
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