

CP English 10

Cluster 1: Why We Tell Stories (7 weeks)

*Page numbers refer to *The Language of Literature* textbook unless otherwise noted.

*Glossary of “Word to Know” begins on page 1270.

*Underlined assignments can be found in the spiral-bound workbook.

Week 1

What If...

In 10th grade English, you will explore world literature. This global perspective will allow you to better understand the human experience through the lens of different time periods, locations, and cultures. The idea that progress is always positive is a misconception; too often, progress comes with a heavy price. And the story of the modern world is all about progress—non-stop progress. This week’s story by American author Kurt Vonnegut, Jr. portrays a view of the future in which the ideal of equality has been pursued to an extreme, with horrifying consequences.

Objectives:

- Understand & analyze techniques used in characterization, theme, setting, and point of view
- Identify elements of fiction and use them to predict, visualize, question, and evaluate a story
- Make inferences about the theme of the story from logical guesses based on textual clues
- Use narrative techniques to develop an imaginary experience based on a close analysis of the main ideas of the story

- pp. 17-19 Read “Learning the Language of Literature: Fiction”
- Do Harrison Bergeron Pre-Reading Survey (in a group setting, if possible)
- p. 20 Read “Build Background,” preview “Words to Know,” etc.
- pp. 21-26 Read “Harrison Bergeron”
- Do As you read, Active Reading SkillBuilder “Making Inferences”
- Do Harrison Bergeron: Text Dependent Questions
- Do Literary Analysis SkillBuilder “Theme”
- p. 28 Do “Vocabulary in Action” Exercises A & B
- p. 29 Do “Grammar in Context: Proper Nouns” Writing Exercise
- p. 28 Do “Writing Option #1: Glamper’s Report”

Weeks 2 & 3

Cultural Crossroads

What is meant by the term 'cultural crossroads'? Literature is an invitation to take an intimate look at the customs and other social behaviors of diverse cultures. When two or more cultures intersect, the result can be confusion and conflict. However, the result can also be enrichment and acceptance. Which will it be for the characters in the stories and for you as a reader? The pair of stories that you will read, study, and write about for the next two weeks will allow you to analyze and compare the problems of characters who challenge the traditions and social expectations of marriage in their culture and impose their individual will against the grain.

Objectives:

- Compare, analyze, and form substantiated opinions about problems that arise across cultures
- Recognize elements of cultural setting
- Respond thoughtfully to diverse perspectives and questions related to the topic and clearly present ideas to others
- Write an comparative analysis that examines two literary works

- p. 187 Read “Comparing Literature: Love and Marriage Across Cultures”
- p. 188 Do a 10-minute Quickwrite on the topic “Connect to Your Life: Marry Who?”
- pp. 188 Read “Build Background” and preview “Words to Know”
- pp. 189-93 Read “Marriage Is a Private Affair”
- Do While reading, complete [Active Reading SkillBuilder](#) “Identifying Cultural Characteristics”
- p. 194 Write answers to “Thinking Through the Literature” Questions 1-6 & 8. The answer to question #5 must be a constructed response using the ACE IT! format.
- Do [Literary Analysis SkillBuilder](#) “Cultural Conflict”
- p. 196 Do “Vocabulary In Action” Exercises A & B
- p. 196 Discuss “Connect to Your Life: What Makes a Marriage?”
- p. 196 Read “Build Background” and preview “Words to Know”
- pp. 197-208 Read “Love Must Not Be Forgotten”
- Do While reading, complete [Active Reading SkillBuilder](#) “Identifying Cultural Characteristics”
- p. 209 Write answers to “Thinking through the Literature” Questions 1-7. The answer to question #5 must be a constructed response using the ACE IT! format.
- Do [Literary Analysis SkillBuilder](#) “Cultural Setting”
- Do [Words to Know SkillBuilder](#)
- Write Comparative Analysis Essay of the problems faced by the main characters in each story and how they respond to those challenges. Read the Writing Prompt on p. 211 carefully. For prewriting, complete [Compare and Contrast](#). Consult the notes that you took during the reading of these two stories in the workbook activities. Complete the Comparative Analysis Graphic Organizer (Block-Style or Point-by-Point). The body of the essay must contain at least 2 quotations from each story. Essay scored by [Compare and Contrast Rubric](#)

Weeks 4 - 7

Voices in History

There are many different ways to record history. Most often, we tend to think of reference books and news articles that preserve details on historical events. However, history can speak most poignantly through literary experiences born of unique and challenging circumstances. Nothing is older than conflicts between and among people, and many of the voices in literature, whether fictionalized or true accounts, can reach across centuries to share with readers this truth: that the past is always with us and a part of us.

In the next four weeks, you will hear three different voices from history: the perspective of a young man headed to fight in the Vietnam War, a glimpse inside the political prison system in racially divided South Africa, and a first-hand account of life inside the Japanese Internment Camps. Finally, you will engage in personal research related to the latter experience and report your findings in diverse media formats.

Objectives:

- Analyze the purpose of an author’s point of view and its impact on suspense, conflict, and characterization
- Analyze the cultural and historical experience reflected in a range of work literature
- Compare the representation of themes and human experiences across different genres
- Write a narrative to develop an imagined experience
- Conduct short research to gain knowledge and present relevant information in an integrated written or digital format

- pp. 623-24 Read “Learning the Language of Literature: Point of View
- Watch “Tim O’Brien Tells a True War Story” on BigThink.com or on YouTube <https://www.youtube.com/watch?v=C48fWkljK28>. Discuss his interview as it relates to the theme of this group of readings. What do you expect from his story that you are about to read?
- pp. 626 Read “Build Background,” preview “Words to Know,” etc.
- pp. 627-40 Read “On the Rainy River”
- Do While reading, complete [Active Reading SkillBuilder](#) “Making Judgments”
- p. 642 Write answers to “Thinking through the Literature” Questions 1-5 & 7. The answer to question #3 must be a constructed response using the ACE IT! format.
- Do [Literary Analysis SkillBuilder](#) “Point of View”
- Do “Vocabulary in Action Exercise: Context Clues p. 643
- Do [Grammar SkillBuilder](#) “Gerund Phrases”
- Take Selection Test on “On the Rainy River”
- Research Use the internet to find and print the lyrics of a popular protest song from the Vietnam War era. Write approximately one page explaining the song’s moral and political objection to the conflict and the connection of the song lyrics to O’Brien’s story “On the Rainy River.” Each paragraph must have a topic sentence.

- p. 652 Read “Build Background,” preview “Words to Know,” etc.
 - pp. 652-3 Read the first three paragraphs of the story (aloud in a group, if possible). Describe the main character (Brille) based on the narrator’s description and his actions so far.
 - pp. 653-8 Read the rest of “The Prisoner Who Wore Glasses”
 - Do While reading, complete [Active Reading](#) SkillBuilder “Drawing Conclusions”
 - p. 659 Read “They Have Not Been Able”/“No Han Podido”
 - p. 660 Write answers to “Thinking through the Literature” Questions 1-6. The answer to question #5 must be a constructed response using ACE IT!
 - Do [Literary Analysis](#) “Third-Person Point of View”
 - Do [Words to Know](#) SkillBuilder
 - Take Selection Test on “The Prisoner Who Wore Glasses”
 - pp. 662-3 Read “Nelson Mandela.” In small groups, find connections between Nelson Mandela’s biography, the plot of “The Prisoner Who Wore Glasses, and the main character Brille. How does each piece enlighten the other? Report your findings to other classmates.
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- p. 592 Read “Learning from History”
 - p. 602 Complete ‘K’ and ‘W’ columns on [K-W-L Chart](#)
 - p. 602 Read “Build Background,” preview “Words to Know,” etc.
 - pp. 603-12 Read from “Farewell to Manzanar”
 - Do While reading, complete [Active Reading](#) SkillBuilder “Connecting”
 - p. 613 Write answers to “Thinking through the Literature” Questions 1-7. The answer to question #5 must be a constructed response using ACE IT!
 - Do [Literary Analysis](#) “Memoir”
 - Read [“Home Was A Horse Stall”](#)
 - Do Revisit [K-W-L Chart](#) and add to ‘L’ column
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- Do [Voices in History Project](#). Choose one activity from each category to complete. All writing from the “Respond,” “Opinion,” and “Connect” categories must be second draft (thoughtfully revised and carefully edited). Your choice from the “Research” category must include a Works Cited page in MLA format for any printed or web-based resources consulted or quoted.

