

## CP English 11 Assignments

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

### UNIT 1

#### A GATHERING OF VOICES: LITERATURE OF EARLY AMERICA

##### Week 1

##### The Colonial Period

*You will be reading two historical narratives that share the experiences of people in early American history: a primary source and a slave narrative. Together these narratives, which are valuable for understanding people and events of the past, present different perspectives on the early years of settlement in America. Consider how challenges faced by people in early America compare to challenges people face in today's world.*

Objectives:

- Understand and appreciate a historical chronicle
  - Understand and appreciate a slave narrative
  - Examine primary sources
  - Summarize text by identifying main ideas and supporting details
  - Analyze details
  - Learn about compound sentences
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- pp. 66-68 Read “First Encounters: Accounts of Exploration and Exploitation”
  - pp. 70-71 Read “Learning the Language of Literature: Historical Narratives
  - pp. 81-87 Read “Build Background” and preview “Words to Know,” then Read “from Of Plymouth Plantation”
  - p. 88 Write answers to “Thinking through the Literature” Questions 1, 3, 4, 5, 7
  - Do [Active Reading Skillbuilder](#) “Summarizing” ([Answers](#))
  - Do [Words to Know Skillbuilder](#) / ([Answers](#))
  - p. 89 Choose “Writing Option 1: Squanto’s Diary” or “Writing Option 2: Eyewitness Account.” Brainstorm and organize ideas before writing. No less than one page handwritten (word processed preferred).
  - pp. 93-97 Read “Build Background” and preview “Words to Know,” then Read “from The Interesting Narrative of the Life of Olaudah Equiano”
  - Do [Active Reading Skillbuilder](#) “Analyzing Details” ([Answers](#))
  - p. 98 Write answers to “Thinking through the Literature” Questions 1-6 & 8
  - Do [Compound Sentences](#) / ([Answers](#))

## Week 2

### Early Americans: Puritanism and *The Crucible*

*This week begins an examination of the Puritans and their traditions in this country during the 17<sup>th</sup> century. This group, who hailed from the Pilgrims of 1620, brought strong religious impulses to bear in all colonies north of Virginia, but New England was their stronghold. During the whole colonial period (and beyond), Puritanism had a direct impact on both religious thought and cultural patterns in America. The Puritans established a strict moral code and hard work ethic. They became focused on rooting out the devil from people of other Christian faiths. As a whole, Puritan literature is often stereotyped as overly religious, gloomy and unimaginative, or, reflective of the strict Puritanical religious code.*

#### Objectives:

- Understand and appreciate lyric poetry
  - Clarify meaning of archaic language
  - Analyze author's philosophical assumptions and philosophical arguments that are presented
  - Analyze an 18<sup>th</sup> century sermon
  - Appreciate author's use of persuasive writing
  - Analyze emotional language
  - Understand and appreciate a drama
  - Evaluate influences of a work's historical period
  - Practice analogies
  - Interpret the connotative power of words
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- pp. 132-6 Read "From Colony to Country" and "Between Heaven and Hell: The Puritan Tradition"
  - pp. 138-9 Read "Build Background," then
  - Read "To My Dear and Loving Husband"
  - p. 139 Write answers to "Thinking Through the Literature" Questions 1-4
  - pp. 140-1 Read "Upon the Burning of Our House, July 10<sup>th</sup>, 1666"
  - Do [Active Reading Skillbuilder](#) "Clarifying Meaning" ([Answers](#))
  - p. 142 Write answers to "Thinking Through the Literature" Questions 1-8
  - Do [Analogies](#) / ([Answers](#))
  - pp. 152-6 Read "Build Background" and preview "Words to Know," then Read "from Sinners in the Hands of an Angry God"
  - Do [Active Reading Skillbuilder](#) "Analyzing Emotional Language" ([Answers](#))
  - Do [Literary Analysis Skillbuilder](#) "Persuasive Writing" [Answers](#)
  - p. 158 Write answers to "Thinking through the Literature" Questions 1-7
  - Do [Words to Know Skillbuilder](#) / ([Answers](#))
  - Do [The Connotative Power of Words](#) / ([Answers](#))
  - pp. 162-3 Read "Learning the Language of Literature: The Conventions of Drama"
  - pp. 163-9 Read "Build Background" and preview "Words to Know," then Begin reading *The Crucible*. Study the Cast of Characters, read the Stage Directions, and read the introduction to Act I at least 2 times. Look up unfamiliar words in the dictionary.

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From the website “Shmoop,” that makes literature and history more relevant and engaging (they “speak student!”). Read the following:

### Why Should I Care?

There is something about the cocktail of fear, anxiety, passion, and jealousy in *The Crucible* that we find disturbingly familiar. As wild as *The Crucible*'s plot is, we've seen this episode in history over and over again. *The Crucible* drives home how often history repeats itself.

*The Crucible* is a parable that tells the tale of a similar "witch hunt" that went down in author [Arthur Miller](#)'s time. Fearing the spread of communism and seeing it as a threat to government and individual freedoms, the American government, led by Senator Joseph McCarthy, sought out every single communist in the U.S. They put suspects on trial and forced them to “name names” and rat out their friends and compatriots. Soon the whole country was whipped into a moral frenzy.

Arthur Miller, playwright extraordinaire, realized that the lingo being thrown around by McCarthy sounded very similar to the language used in the Salem Witch Trials (some 300 years before), a historical period he researched heavily while in college. In comparing the Salem Witch Trials and the McCarthy era, we see a similar cocktail of fear, anxiety, passion, and jealousy pervade the country.

Where would *you* stand if history were to repeat itself once more and you found yourself in the middle of a “witch hunt?” Would you agree to say something that wasn't true in order to save your family? What would you do if you became the scapegoat, the person on whom all blame is placed? Arthur Miller helps us try to think about how we would handle ourselves if we were to find ourselves in this situation, and he also makes us think about how emotional humans can get when justice is on the line.

### Week 3

#### *The Crucible, Acts One & Two*

*From the opening of The Crucible, readers should understand that Salem was a community organized on Christian principles, but it was so strict that people began to revolt. The people of Salem had the same problems and desires that all people do, but their society allowed no way to express them or deal with them. The witch trials provided a way to vent frustrations and talk publicly (albeit as accusations of witchcraft) about their own failures.*

#### Objectives:

- Understand and appreciate a drama
- Understand author's use of stage directions
- Evaluate influences of a work's historical period
- Recognize regular and irregular verbs

- pp. 168-89 Read *The Crucible*, Act One
- Do [Active Reading Skillbuilder](#) "Using a Graphic Organizer" ([Answers](#)); Create & fill in similar charts for Abigail Williams and Reverend Hale
- p. 190 Write answers to "Thinking through the Literature" Questions 1-8
- Do [Words to Know Skillbuilder](#) / ([Answers](#))
- pp. 191-205 Read *The Crucible* Act Two
- Do [Literary Analysis Skillbuilder](#) "Dialogue" ([Answers](#))
- p. 206 Write answers to "Thinking through the Literature" Questions 1-9
- Do [Words to Know Skillbuilder](#) / ([Answers](#))
- Do [Regular and Irregular Verbs](#) / ([Answers](#))

## Week 4

### *The Crucible, Acts Three & Four*

*Act Three takes place in a courtroom. Much of the dialogue consists of questions and answers. The characters Hathorne, Danforth, and Hale are trying to decide who is guilty of witchcraft, so their questions are aimed at getting relevant information from various witnesses. Act Four is set in a Salem jail in the fall. Recall that it was spring at the beginning of the play. Think about what the change from spring to fall might symbolize.*

#### Objectives:

- Understand and appreciate a drama
- Understand author's use of stage directions
- Analyze the role of a character foil
- Evaluate influences of a work's historical period
- Examine external and internal conflict
- Conduct research on a related topic and write a short research-based essay

- pp. 207-27 Read *The Crucible*, Act Three
- Do [Literary Analysis Skillbuilder](#) "Foil" ([Answers](#))
- p. 228 Write answers to "Thinking through the Literature" Questions 1-8
- Do [Words to Know Skillbuilder](#) / ([Answers](#))
- pp. 229-40 Read *The Crucible*, Act Four
- Do [Literary Analysis Skillbuilder](#) "Plot and Conflict" ([Answers](#))
- p. 243 Write answers to "Thinking through the Literature" Questions 1-6 only
- Do [Words to Know Skillbuilder](#) / ([Answers](#))
- p. 244 Inquiry & Research: McCarthyism  
Conduct internet and/or library research to learn about the McCarthy hearings, the "witch hunts of the 1950's" that Miller is criticizing in his play. Try to discover what led to the hearings, how they were conducted, and what happened to the accused. Present your findings in a researched/based informative essay of 2-3 typed-written pages that answers an essential question about the McCarthy hearings, such as, "What was the atmosphere of fear that McCarthy created tolerated by so many Americans?" Refer to pages 1290-1292 in the Writing Handbook for tips on how to correctly credit your sources.