

CP English 11 Assignments

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

UNIT 2

REVOLUTIONS AND CAPTIVITY: EARLY NATIONAL LITERATURE

Optional Reading: Students who wish to extend their reading for this unit to explore the actual Revolution itself are encouraged to read *1776* by David McCullough. In a review of this book, Powell’s Books says:

[Author] David McCullough follows George Washington and the Continental Army through the tumultuous first year of war. An exceptional narrative historian, McCullough vividly examines the characters and larger political and social developments that propelled the Revolution to produce a captivating, utterly readable portrait of the fight for independence. [...] McCullough tells the intensely human story of those who marched with General George Washington in the year of the Declaration of Independence — when the whole American cause was riding on their success, without which all hope for independence would have been dashed and the noble ideals of the Declaration would have amounted to little more than words on paper.

Supplemental credit is offered to students who undertake this (or other) optional reading. Other possible titles include *The Autobiography of Benjamin Franklin, April Morning* (Howard Fast), and *The American Revolutionaries: A History in Their Own Words* (Milton Meltzer).

Week 7

A Time of Revolution

During the Revolutionary and Nationalism Periods, American writers focused on explaining and justifying the Revolution. The readings and assignments this week offer insight into the revolutionary spirit. Through several important historical documents from the period, you will be transported back to a time when natural rights, equality and personal freedom were still revolutionary ideas.

Objectives:

- Recognize, understand and analyze the use of literary terms of persuasive rhetoric
- Recognize logical modes of persuasion in text
- Evaluate the credibility of information sources, including how a writer’s motivation may affect credibility
- Analyze how reasoned arguments are structured in persuasive rhetoric
- Analyze the characteristics of clearly written texts
- Understand a document of critical importance in U.S. History
- Construct meaning by paraphrasing
- Understand, appreciate and use reading strategies for literary letters

pp. 256-8 Read “The Right to Be Free: Writers in the Time of Revolution”

Do **Reflective Composition** (BM)

Before you explore writings that are concerned with the struggles for freedom, take some time to reflect upon the meaning of freedom in your own life. What is freedom, anyway, and what has occurred in your life that has allowed you to take stock of the freedom that you have or do not have? What debt, if any, do you and your family owe the early freedom-

fighters of this county? In a well-organized essay of approximately 2 type-written pages (double-spaced), explore the significance of a personal or family experience or a current event close to your heart that has helped to develop your ideas about freedom. Use narration (see pp. 1279-1280), as well as persuasive techniques (statistics, examples, observations, anecdotes, quotations) [see p. 1285] to help reveal your personal insights about freedom.

- pp. 260-1 Read “Learning the Language of Literature: Persuasive Rhetoric
- pp. 262-6 Read “Build Background” and preview “Words to Know,” then
- Read “Speech in the Virginia Convention.” Try to determine what Patrick Henry says about the colonists’ efforts so far and about the actions they should take next.
- p. 267 Write answers to “Thinking through the Literature” Questions 2,4,5 & 7
- Do [Active Reading Skillbuilder \(Answers\)](#)
- p. 268 Do “Vocabulary in Action: Exercise: Classifying Words”
- p. 269 Read about Patrick Henry
- p. 270 Read “Build Background” and preview “Words to Know,” then
- pp. 271-6 Read “The Declaration of Independence” and
- pp. 277-8 Read “The Declaration of the Rights of Woman”
- p. 279 Write answers to “Thinking through the Literature” Questions 1, 2, 4, 6, 7
- Do [Active Reading Skillbuilder “Paraphrasing” \(Answers\)](#)
- Do [Literary Analysis Skillbuilder “Parallelism” \(Answers\)](#)
- Do [Capitalization I \(Answers\)](#)
- Do [Words to Know Skillbuilder \(Answers\)](#)
- p. 282 Read “Build Background” and preview “Words to Know,” then
- pp. 285-6 Read “Letter to John Adams” (second letter only)
- p. 287 Write answers to “Thinking through the Literature” Questions 1 – 4
- Do ["Avoiding Shifts in Tense, Mood, and Voice" \(Answers\)](#)

Week 8

Slavery and the Abolition Movement

While America’s founders were busy pursuing and writing about the ideals of freedom and equality, the slave trade and practice was alive and well. Leaders of the patriot cause repeatedly argued that British policies would make the colonists slaves of the British. And yet there is great hypocrisy in the fact that white Americans were demanding their liberty while they held blacks in bondage. In the end, the Revolution had contradictory consequences for slavery. In the South, slavery became even more entrenched. In the North, while every state freed slaves as a result of court decisions, there was still a strong resistance to emancipation and freeing of slaves due to emerging racial prejudice. All of this conflict would eventually culminate in the Civil War nearly 90 years down the road. This week students will focus on readings that reveal how the right to be free certainly did not extend to all. The subject of slavery engaged a large number of writers before, during and after the revolution.

Objectives:

- Understand, appreciate and use reading strategies for literary letters
- Appreciate author’s use of figurative language
- Interpret the possible influence of historical contexts on literary works

- Understand and appreciate a slave narrative
 - Examine autobiography and style
 - Analyze author’s purpose
 - Understand, appreciate and apply strategies for reading protest poems
 - Identify and appreciate symbols in poetry
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- p. 282 Review “Build Background” and preview “Words to Know,” then
 - pp. 283-4 Read “Letter to the Rev. Samson Occom”
 - p. 287 Write answers to “Thinking through the Literature” Questions 5 & 6
 - Do [Active Reading Skillbuilder](#) “Literary Letters” ([Answers](#)) (No need to re-do activity for Abigail Adams’ letter at bottom)
 - Do [Literary Analysis Skillbuilder](#) “Figurative Language” ([Answers](#))
 - p. 288 Do “Vocabulary in Action: Exercise: Assessment Practice”
 - Do Write a one-page journal entry in which you explore what the following quotation means to you: “We all declare for liberty; but in using the same word we do not mean the same thing” –Abraham Lincoln
 - pp. 558-60 Read “A House Divided: Slavery and the Civil War”
 - p. 562 Read “Build Background” and preview “Words to Know,” then
 - pp. 563-70 Read *from* Narrative of the Life of Frederick Douglass
 - Do As you read, complete [Active Reading Skillbuilder](#) “Author’s Purpose” ([Answers](#))
 - p. 571 Write answers to “Thinking through the Literature” Questions 2, 3, 4, 6
 - Do [Literary Analysis Skillbuilder](#) “Autobiography and Style” ([Answers](#))
 - Do [Denotation and Connotation](#) ([Answers](#))
 - p. 574 Read “Build Background” and preview “Words to Know,” then
 - p. 575 Read “Stanzas on Freedom”
 - p. 575 Write answers to “Thinking through the Literature” Questions 1-4
 - p. 576 Read “Free Labor”
 - p. 578 Write answers to “Thinking through the Literature” Questions 1-5
 - Do [Active Reading Skillbuilder](#) “Strategies for Reading Protest Poetry” [Answers](#)
 - Do [Figurative Language](#) ([Answers](#))

Week 9

Writing Workshop: Persuasive Essay

Several of the selections that you have read in this unit are examples of persuasive writing. Patrick Henry, Thomas Jefferson, Phyllis Wheatley, and Abigail Adams all had powerful ideas about political and social problems. Had they not believed that persuading others to think and act as they did were possible, who knows what course history might have taken? Now it is your turn to write to persuade others.

Objectives:

- Write a persuasive essay
- Use written text as a model for writing
- Revise a draft to add factual information
- Use pronouns that agree with their antecedents

- pp. 320-4 Read “Writing Workshop: Persuasion” one time through in its entirety.

WRITING WARM-UPS

- p. 326 Read “Meaning from Details” and “Strategies for Building Vocabulary”
- p. 326 Do “Exercise” at the bottom (#’s 1-5)
- p. 327 Read “Grammar from Literature”
- p. 327 Do “Writing Exercise” at the bottom (#’s 1-6)

TRY TO INCORPORATE SOME SOPHISTICATED NEW VOCABULARY WORDS IN YOUR WRITING. ALSO TRY TO USE THE RIGHT COMBINATON OF VERB TENSES IN YOUR SENTENCES.

- p. 320 Re-read the Writing Prompt carefully. It’s about an issue that concerns you. Think long and hard and pick an issue that you have true feelings about but that is not so huge and complicated that you cannot write about it in 3-4 word-processed pages. Check out the graphic representation of a persuasive essay in “Basics in a Box.” Keep this model in mind as you plan and draft your essay.
- pp. 321-2 Re-read Student Model slowly and carefully. Pay attention to the “Rubric in Action” on the right.
- pp. 323-4 Use the handouts provided to guide you through the steps of [Prewriting](#), Drafting and Elaboration, Peer Response, Revising& Editing & Proofreading, and to examine student models that are strong, average, and weak. Don’t forget to read and follow the steps in the textbook, too! Very important guidance is presented there!
- p. 325 Before printing your final draft, do the “Assessment Practice: Revising & Editing.” See if you can learn anything from this exercise that you can apply to your last revision and/or edit of your essay.
- Check:
 - 3-4 word-processed pages
 - Size 12 common font (such as Times New Roman, Arial or Helvetica)
 - 1 inch margins top and bottom
 - Name, class and date in the upper right hand corner
 - Title at the top, with one space between title and body of essay
 - Include a “Works Cited” page for any quoted material or referenced information (see pp. 1290-1292 in back of textbook for guidelines)