

## 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 are encouraged to explore the actual Revolution itself by reading a nonfiction title, *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 5

#### 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 Through several important historical documents from the period, you will be transported back to a time when natural rights, equality and personal freedom were still revolutionary ideas.*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:

- Use narrative techniques such as pacing, telling details, sensory language to convey a vivid picture of experiences and events
- Recognize, understand and analyze the use of literary terms of persuasive rhetoric
- Recognize and evaluate 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

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

Do **Reflective Composition**

*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" \(Answers\)](#)

## **Weeks 6, 7 & 8**

### ERW Module: The Age of Responsibility

*The United States of America was born because our founding fathers and mothers wanted to create a nation that guaranteed basic rights and freedoms for all. The success of their vision depends upon responsible, engaged citizens carrying the torch from generation to generation and working to preserve and advance the fundamental rights and values for which the revolutionaries fought and died. But over 200 years later, we find ourselves engaged in new discussions about rights and one that is particularly relevant to the current generation: what age constitutes adulthood and the rights and responsibilities that come with it? Over the next 3 weeks, you will engage in the debate about when an individual is considered mature. What can be expected of them at that point and, in turn, what should they expect from society?*

- *All readings and activities provided in the module packet.*

## Week 9

### 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, the focus is 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
- Analyze author's use of figurative language
- Interpret the possible influence of historical contexts on literary works
- Understand and appreciate a slave narrative
- Examine the theme, style and tone of an autobiography and
- Analyze author's purpose
- Apply strategies for reading protest poems

- 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](#))

