

CP English 11 Assignments

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

UNIT 3

UNIQUE VOICES: NINETEENTH CENTURY LITERATURE

Week 10

Romanticism

Romanticism has very little to do with things popularly thought of as "romantic," although love may occasionally be the subject of Romantic art. Rather, it is an international artistic and philosophical movement that redefined the fundamental ways in which people in Western cultures thought about themselves and about their world. Romanticism was a philosophical attitude that developed in reaction to previous decades in which reason and rational thought dominated. B-O-R-I-N-G. In this new innovative period, writers celebrated individualism, nature, imagination, creativity, and emotions. As Americans expanded westward, the rebellious spirit of Romanticism guided them, and as Eastern cities such as Boston and New York flourished as centers of intellectual thought and culture, the romantic ideal inspired them to ask questions and pursue lively philosophical debates. The selections you will read reveal how many American writers of this time emphasized the examination of inner feelings and emotions over reason, logic, and scientific observation.

Objectives:

- Understand historical background for the romantic (and transcendentalist) writers of the 19th century
- Examine stanza and rhyme scheme
- Analyze the way theme represents a view or comment on life
- Analyze how poets use figurative language
- Discern the meaning of analogies encountered
- Analyze author's philosophical assumptions and beliefs
- Analyze how irony, tone, mood, style, and sound achieve specific purposes
- Recognize and use noun phrases correctly in a sentence

- pp. 340-2 Read "Celebrations of the Self: Romanticism and Transcendentalism"
- p. 344 "Connect to Your Life." Read the quotations. Choose the one that comes closest to expressing your *own* philosophy of life, and write a one-page journal entry exploring your thoughts and explaining why.
- p. 344 Read "Build Background" and "Focus Your Reading;" preview "Words to Know," then
- Read "A Psalm of Life"
- p. 31 Write answers to "Thinking through the Literature" Questions 1, 2, 3, 5, 7
- Do [Active Reading Skillbuilder](#) "Strategies for Reading Traditional Poetry" ([Answers](#))
- Do [Homonyms](#) / ([Answers](#))
- p. 349 Read "Build Background" and "Focus Your Reading;" preview "Words to Know," then
- Read "The Devil and Tom Walker"
- p. 360 Write answers to "Thinking through the Literature" Questions 1-8 (skip #3)
- Do [Active Reading Skillbuilder](#) "Visualizing" [Answers](#)
- Do [Literary Analysis Skillbuilder](#) "Imagery" [Answers](#)

- p. 361 Do “Vocabulary in Action” Exercise A & B
- Do [Noun Phrases](#) / ([Answers](#))
- p. 361 Writing Option #1: “Reflective Essay on Wealth” (Review Building Blocks of Good Writing, pp. 1272-1276)

Week 11

The Scarlet Letter

For the next three weeks, you will be reading a great American novel. The Scarlet Letter (1850) tells the tale of Hester Prynne and her daughter, Pearl. Adultery is represented by the beautifully sewn scarlet letter and by the impish Pearl. The Scarlet Letter is one of the greatest works of American literature in the Romantic period. Hawthorne's novels are marked by his obsession with his Puritan ancestors and with the issue of guilt. His famous novels features elements of the Romantic and the Gothic, the latter of which you will learn about later in this unit. Students who object to The Scarlett Letter are urged to choose another American novel from the Romantic Period. Assignments, etc. for alternate choices will be at the discretion of the teacher. Recommended titles:

Moby Dick by Herman Melville

The Last of the Mohicans by James Fenimore Cooper

The Deerslayer by James Fenimore Cooper

Uncle Tom's Cabin by Harriet Beecher Stowe

The House of Seven Gables by Nathaniel Hawthorne

P.S. None of these are any easier!! ☺

- Read “Meet Nathaniel Hawthorne”
- Read Chapters 1-8
- Do All corresponding assignments in the packet (skip “Extending Your Response”)

Week 12

The Scarlet Letter, continued

- Read Chapters 9-15
- Do All corresponding assignments in the packet (skip “Extending Your Response”)

Week 13

The Scarlet Letter, continued

- Read Chapters 16-24
- Do All corresponding assignments in the packet (you may do “Extending Your Response: Learning for Life” for extra credit)
- Write A well-developed persuasive essay! See “Writing About the Topic” on p. 24

Week 14

Transcendentalism

The Transcendentalists stood at the heart of The American Renaissance--the flowering of our nation's thought in literature, poetry, painting, sculpture, architecture, and music in the period roughly designated from 1835-1880. Transcendentalism, which eventually evolved from the Romantic movement, stressed "the all in each" (Emerson). Its philosophy emphasized respect for the individual and the intuitive pursuit of a greater truth. The first literature that was distinctively American came from the Transcendentalists. It should come as no surprise, then, that Transcendentalism as a movement is rooted in the American past. To Puritanism it owes its focus on morality and the "doctrine of divine light." To Romanticism it owes the concept of nature as a living mystery and not a clockwork universe, which is fixed and permanent. Creative minds were drawn to its practicable messages of confident self-identity, spiritual progress and social justice, and also to its aesthetics, which celebrated, in landscape and mindscape, the immense grandeur of the American soul. If you learn and remember anything about American literature, let it be the legacy of the Transcendentalists!

Objectives:

- Analyze author's philosophical assumptions and beliefs
- Understand and appreciate a transcendentalist essay
- Appreciate author's use of aphorisms
- Use summarizing to understand an essay
- Understand and appreciate a persuasive essay
- Use strategies for reading essays
- Choose appropriate language for purpose and audience
- Recognize nouns used as adjectives

- p. 363 Read "Connect to Your Life," "Build Background" and "Focus Your Reading;" preview "Words to Know," then
- Read "*from* Self-Reliance"
- p. 31 Write answers to "Thinking through the Literature" Questions 1 & 3-7
- Do [Active Reading Skillbuilder](#) "Summarizing" ([Answers](#))
- Do [Literary Analysis Skillbuilder](#) "Aphorism" ([Answers](#))
- Do [Words to Know Skillbuilder](#) ([Answers](#))
- p. 368 Choose one: Writing Option #2: Update of Emerson OR Inquiry and Research: History (present findings in 1-2 type-written pages; cite sources).
- p. 369 Read "Connect to Your Life," "Build Background" and "Focus Your Reading;" preview "Words to Know," then
- Read "*from* Civil Disobedience" and "On Civil Disobedience"
- Do As you read, complete [Active Reading Skillbuilder](#) ([Answers](#))
- p. 360 Write answers to "Thinking through the Literature" Questions 1, 2, 4, 5, 7 & 8
- Do [Literary Analysis Skillbuilder](#) ([Answers](#))
- Do [Nouns Used As Adjectives](#) ([Answers](#))
- p. 380 Do "Vocabulary in Action" Exercise A & B
- Do [Levels of Language](#) Writing Transparencies p.12 10 min. [Answers](#)

Week 15

Transcendentalism, continued

Walden, the record of Thoreau's two years in a small cabin by Walden Pond spent writing and studying nature, is a mixture of philosophy, autobiography and meditation upon nature. In many ways, this book founded the tradition of nature writing. It remains a monumental work in the tradition of American literature. Thoreau's writings would influence many leaders and reformers in the future, including President John F. Kennedy, Martin Luther King, Jr., John Muir and countless American and international writers. Transcendentalist poet Walt Whitman had a revolutionary approach to poetic form and content and is today known as the great master of free verse in American poetry.

Objectives:

- Understand and appreciate a classic example of nature writing
- Evaluate the author's observations in an essay
- Identify and understand free verse and the poetic devices for creating rhythm
- Apply strategies for reading free verse
- Recognize and use compound adjectives effectively

- p. 396 Read "Connect to Your Life." Write about three experiences that you look forward to in a one-page journal entry.
- p. 396 Read "Build Background" and "Focus Your Reading;" preview "Words to Know," then
- Read "from Walden"
- p. 392 Write answers to "Thinking through the Literature" Questions 1-4, 6 & 7
- Do [Active Reading Skillbuilder](#) "Evaluating Author's Observations" ([Answers](#))
- Do [Modifiers: Good and Well](#) ([Answers](#))
- Do [Words to Know Skillbuilder](#) ([Answers](#))
- Do [Compound Adjectives](#) ([Answers](#))
- p. 393 Writing Options: Choose #1, #2 or #3.
- pp. 394-5 Read "Learning the Language of Literature: Form in Poetry"
- p. 396 Read "Connect to Your Life," "Build Background" and "Focus Your Reading." Then
- Do As you read Whitman's poems, complete [Active Reading Skillbuilder](#) "Strategies for Reading Free Verse" ([Answers](#))
- Read "I Hear America Singing"
- p. 398 Write answers to "Thinking through the Literature" Questions 1-3
- Read "I Sit and Look Out"
- p. 399 Write answers to "Thinking through the Literature" Questions 1-3
- Read *from* "Song of Myself"
- p. 404 Write answers to "Thinking through the Literature" Questions 1-6
- Do [Literary Analysis Skillbuilder](#) "Free Verse" ([Answers](#))

Week 16

The American Gothic Tradition

The Gothic tradition can be called the dark side of individualism. Once the romantics freed the imagination from the confines of rationalism and logic that dominated the 18th century, writers could follow their imaginations wherever they lead, even into dark, shadowy and unknown regions. In America, Gothic Literature arrived first in New England and then spread into the American South. It carried on many of the major devices and tools of its European counterpart, while expanding and adding its own unique essence to the tradition. Gothic elements made for gripping tales. Gothic settings most often include large, drafty old houses that have been in the family for years. Since castles in the American landscape were practically unheard of, early Gothic fiction writers began substituting the family estate for the traditional castle. There is an atmosphere of mystery and suspense that is enhanced by a plot which seeks to discover the secrets lying within the supernaturally charged environment. A ghostly legend, an unexplainable occurrence, or a story about a horrible death or murder that took place at the family estate in question often looms over the story. Tales include highly charged emotional states like terror, a feeling that one is on the brink of insanity, anger, agitation, an exaggerated feeling of some impending doom, and obsessive love. Damsels in distress are frequent. Many of these elements are still popular in books and movies today. In the United States, Edgar Allen Poe was the master of the Gothic form.

Objectives:

- Appreciate the craft of one of America's most renowned and influential writers
- Understand and appreciate a classic narrative poem
- Identify and analyze sound devices in a poem
- Draw conclusions about the speaker in a poem
- Understand and appreciate a classic Gothic short story
- Understand complex sentences
- Compare with irregular adjectives and adverbs

- pp. 446-8 Read "The Dark Side of Individualism: American Gothic"
- pp. 452-3 Read "Author Study: Edgar Allen Poe"
- p. 466 Read "Connect to Your Life." Write about a time you endured a loss in a one-page journal entry.
- p. 466 Read "Build Background" and "Focus Your Reading;" preview "Words to Know," then
- Read "The Raven"
- Do [Active Reading Skillbuilder](#) "Drawing Conclusions" ([Answers](#))
- p. 473 Write answers to "Thinking through the Literature" Questions 1-6
- Do [Literary Analysis Skillbuilder](#) "Sound Devices" ([Answers](#))
- Do [Words to Know Skillbuilder](#) ([Answers](#))
- p. 472 Writing Option #1: Prose Description
- p. 396 Read "Connect to Your Life," "Build Background" and "Focus Your Reading;" preview "Words to Know," then
- Read "The Fall of the House of Usher"
- Write answers to "Thinking through the Literature" Questions 1, 2, 4, 5 & 8
- Do [Active Reading Skillbuilder](#) "Understanding Complex Sentences" ([Answers](#))
- Do [Literary Analysis Skillbuilder](#) "Mood" ([Answers](#))
- Do [Words to Know Skillbuilder](#) ([Answers](#))

- Do [Comparisons of Irregular Adjectives and Adverbs \(Answers\)](#)
- p. 497 Read “The Author’s Style”
- p. 497 Applications #2: “Style in Action”

Week 17

Transcendental Legacy: Emily Dickinson

In the early 19th century ideas of transcendentalism, which were introduced by Emerson and Thoreau, man as an individual becomes spiritually consumed with nature and himself through experience. This view is in contrast to that of poet Emily Dickinson, who chose to branch off this path by showing that a transcendentalist experience could be achieved through imagination alone. Though they all followed the simple idea that "the universe is composed of Nature and the Soul," the male perspective is seen through the works of Thoreau and Emerson, where nature "refers to essences unchanged by man; the air, the river, the leaf." This is revised and made fun of by Dickinson's statement that "Of all the Souls that stand create-, I have elected-One." Dickinson's works were meant to taunt society by showing how a woman, ironically trapped in her "natural" surroundings of the home, could obtain as much power, if not more, as any male writer.

Objectives:

- Identify main idea of paragraphs in an article
- Summarize an article by tracing the main idea
- Interpret life in 19th century America through the lens of Dickinson’s writing
- Understand and appreciate representative poems by the author
- Identify and appreciate figurative language
- Apply strategies for reading poetry

- p. 750 Read “Connect to Your Life,” “Build Background” and “Focus Your Reading;” preview “Words to Know,” then
- As you read, complete [Active Reading SkillBuilder](#) “Strategies for Reading Poetry” ([Answers](#)). Follow the instructions on the sheet. Read each poem once for overall impression and once for meaning; then read it aloud to appreciate the poet’s unique style, rhythm, and imagery, etc. Record all questions and observations about any poetic element or device.
- Read “This is My Letter to the World”
- p. 751 Write answers to “Thinking through the Literature” Questions 1-4
- Read “Hope is the thing with feathers”
- p. 752 Write answers to “Thinking through the Literature” Questions 1-3
- Read “Success is counted sweetest”
- p. 753 Write answers to “Thinking through the Literature” Questions 1-3
- Read “Much Madness is divinest Sense”
- p. 754 Write answers to “Thinking through the Literature” Questions 1-3
- p. 755 Read “Preparing to Read: Build Background.” Then Read “Letter to Thomas Wentworth Higginson”
- Read “My life closed twice before its close”
- p. 756 Write answers to “Thinking through the Literature” Questions 1-3
- Read “After great pain, a formal feeling comes”

- p. 757 Write answers to “Thinking through the Literature” Questions 1-3
- Read “I heard a Fly buzz when I died”
- p. 758 Write answers to “Thinking through the Literature” Questions 1-3
- Read “Because I could not stop for Death”
- p. 760 Write answers to “Thinking through the Literature” Questions 1-6
- Do [Literary Analysis SkillBuilder](#) “Figurative Language” ([Answers](#))
- Do [Denotation and Connotation](#) ([Answers](#))
- p. 761 Read “The Author’s Style: Dickinson’s Stylistic Experiments”
- p. 761 Choose one: Application #1 (Changing Style) or Application #2 (Imitation of Style)
- pp. 438-42 Writing Workshop: Reflective Essay. Read one time through in its entirety.
- p. 438 Re-read the Writing Prompt carefully. A reflective essay does not just tell WHAT HAPPENED to you but, more importantly, WHAT YOU LEARNED FROM IT. Check out the graphic representation of a reflective essay in “Basics in a Box.” Keep this model in mind as you plan and draft your essay.
- pp. 439-40 Re-read Student Model slowly and carefully. Pay attention to the “Rubric in Action” on the right.
- pp. 441-2 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. 443 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