

## CP English 11 Assignments

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

### UNIT 4

#### DIVISION, RECONCILIATION AND EXPANSION: THE AGE OF REALISM

##### Week 1

##### A House Divided: Slavery & The Civil War

*The Realist period arrived in America along with the railroad, westward expansion, industrial invention, and the Civil War, and it turned out to be one of the most turbulent and creative periods in American history. Done with feel-good ideals and deep philosophical debates of Romanticism and Transcendentalism, writers turned to realism because they thought it could help them articulate the tensions and complex events of the time, roughly 1850-1900. Authors made it their mission to convey the reality of life, harsh as it might seem. Characters reflected real people, determined yet flawed, struggling to overcome the difficulties of war, family, inhospitable land, natural disasters, and human weaknesses. The Civil War, in particular, was a paradox cut of realism; more than 620,000 Americans lost their lives fighting, but the union was preserved and 4 million slaves gained their freedom.*

##### Objectives:

- Appreciate a short story with a thematic link to “a house divided”
- Identify and examine point of view
- Analyze structure in a short story
- Make inferences about the author of a primary source document
- Make thematic connections between two pieces of Civil War literature
- Understand and appreciate a classic speech
- Identify and examine style
- Interpret historical context in a speech
- Recognize essential vs. nonessential clauses
- Punctuate nonessential clauses correctly

- pp. 558-60 Read “Historical Background: Slavery and the Civil War”
- p. 580 Read “Connect to Your Life,” “Build Background” and “Focus Your Reading.” Preview “Words to Know,” then Read “An Occurrence at Owl Creek Bridge” AND
- Do [Active Reading Skillbuilder](#) “Analyzing Structure” ([Answers](#))
- p. 590 Read “Letter to Sarah Ballou”
- p. 591 Write answers to “Thinking through the Literature” Questions 1-8 (skip #5)
- Do [Literary Analysis Skillbuilder](#) “Point of View” ([Answers](#))
- Do [Words to Know Skillbuilder](#) ([Answers](#))
- Do [Essential and Nonessential Clauses](#) ([Answers](#))
- Do [Punctuating Nonessential Clauses](#) ([Answers](#))
- p. 605 Read “Connect to Your Life,” “Build Background” and “Focus Your Reading.” Preview “Words to Know,” then
- p. 606 Read “The Gettysburg Address”
- p. 607 Write answers to “Thinking through the Literature” Questions 1, 3, 4 & 5
- Do [Literary Analysis Skillbuilder](#) “Style” ([Answers](#))
- p. 608 Writing Option #2: “Letter to Lincoln”

## Week 2

### Westward Expansion: What Was Lost

*While westward expansion was an alluring and dramatic time of growth for our young country, as much was lost during this episode of American History as was gained. The conflict between white settlers moving westward and the peoples they would dispossess represents the tension of the era. Native American tales provide us with details about life on the vanishing frontier and present conflicts that arose because of cultural differences. Most of their traditions were doomed as white settlers pushed the frontier through Native American lands. Abraham Lincoln's quote in reference to slavery shines light on this conflict as well: "We all declare for liberty; but in using the same word we do not mean the same thing."*

#### Objectives:

- Understand and appreciate a *cuento*, or folktale
- Identify characteristics of *cuentos*
- Determine the theme of a *cuento*
- Understand and appreciate oral literature
- Identify author's purpose
- Identify differences in purpose, style and tone
- Distinguish a clause from a phrase
- Punctuate a series of clauses correctly

- pp. 632-34 Read "Tricksters and Trailblazers: The Vanishing Frontier"
- p. 638 Read "Connect to Your Life." Write a one-page journal entry on the topic of a breakdown in communication.
- p. 638 Read "Build Background" and "Focus Your Reading." Then,  
 Read "The Indian and the Hundred Cows" (in English and/or Spanish!)
- Do [Active Reading SkillBuilder](#) "Determining Theme" ([Answers](#))
- p. 643 Write answers to "Thinking through the Literature" Questions 1-4 & 7
- Do [Literary Analysis SkillBuilder](#) "Cuento" ([Answers](#))
- Do [Independent and Subordinate Clauses](#) ([Answers](#))
- p. 645 Read "Connect to Your Life," "Build Background." and "Focus Your Reading." Then,
- pp. 646-51 Read "High Horse's Courting" from "Black Elk Speaks" and "I Will Fight No More Forever"
- Do [Active Reading SkillBuilder](#) "Identifying Author's Purpose" ([Answers](#))
- p. 652 Write answers to "Thinking through the Literature" Questions 1-7
- Do [Distinguishing a Clause from a Phrase](#) ([Answers](#))
- Do [Punctuating a Series of Clauses](#) ([Answers](#))
- p. 653 "Inquiry & Research: Sioux Culture" Share your knowledge in 1-2 written pages. Include "Works Cited" at the end for both printed and internet sources. See pp. 1290-1292.

## Week 3

### Author Study: Mark Twain, An American Legend

*More than any other writer, Mark Twain embodies the spirit of America. Twain is a master of realism because of his ability to bring ordinary American voices to life in his stories. There is also probably no greater master of a special form of regional writing known as local color than Twain. Twain focused on*

*particular regions of the country, seeking to accurately represent the culture and beliefs through local color. Though you won't have time now to read The Adventures of Huckleberry Finn (often considered the "Great American Novel"), through the author study you will hopefully gain an appreciation for Twain's talents, style, and humor, and learn about the real man behind the legendary Mark Twain.*

Objectives:

- Appreciate the writings of one of America's most recognizable authors
- Understand the impact of Mark Twain's writings on America's national identity
- Learn about Samuel Clemens's life by reading nonfiction
- Understand the following literary terms: regional literature, setting, local color realism, dialect
- Analyze the relevance of setting and time frame to text's meaning
- Appreciate an excerpt from an autobiography
- Identify and understand irony
- Predict events in an autobiography
- Consider connotation when choosing a synonym or antonym

- pp. 654-57 Read "Mark Twain: An American Legend"
- pp. 636-37 Read "Learning the Language of Literature: Setting in Regional Literature"
- p. 658 Read "Connect to Your Life." Write a one-page journal entry on the topic of a pretending to be something you're not.
- p. 658 Read "Build Background," "Focus Your Reading" and preview "Words to Know." Then,
- pp. 659-66 Read from The Autobiography of Mark Twain AND
- Do [Active Reading SkillBuilder](#) "Predicting" ([Answers](#))
- p. 667 Write answers to "Thinking Through the Literature" Questions 1-7
- Do [Literary Analysis SkillBuilder](#) "Irony" ([Answers](#))
- Do [Words to Know SkillBuilder](#) ([Answers](#))
- Do [Synonyms and Antonyms](#) ([Answers](#))

#### **Week 4**

#### **Author Study: Mark Twain, An American Legend (con't)**

*The second story you will read this week takes place during the gold mining days in the foothills of the Sierra, just to the southeast of Sacramento and Stockton. Thus, the local color in "The Notorious Jumping Frog of Calaveras County" is our very own regional literature!*

Objectives:

- Appreciate a selection from a classic memoir
- Appreciate and examine description
- Visualize details in a memoir
- Recognize and understand analogies
- Identify characteristics of a tall tale
- Understand author's use of dialect
- Know when to use that vs. which in adjective clauses

- p. 669 Read "Connect to Your Life." Write a one-page journal entry on the topic of a change of heart.

- p. 699 Read ““Build Background,” “Focus Your Reading” and preview “Words to Know.” Then,
- pp. 670-75 Read *from* Life on the Mississippi AND
- Do [Active Reading SkillBuilder](#) “Visualizing” ([Answers](#))
- p. 676 Write answers to “Thinking through the Literature” Questions 1-7
- Do [Literary Analysis SkillBuilder](#) “Description” ([Answers](#))
- Do [Analogies](#) ([Answers](#))
- p. 677 Choose Writing Option #1: “Diary Entry” or Writing Option #2: “Magazine Article”
- p. 678 Read “Epigrams”
- p. 679 Read “Connect to Your Life,” “Build Background,” “Focus Your Reading” and preview “Words to Know.” Then,
- pp. 680-84 Read “The Notorious Jumping Frog of Calaveras County” and “The First Jumping Frog”
- Do [Active Reading SkillBuilder](#) “Understanding Dialect” ([Answers](#))
- p. 685 Write answers to “Thinking through the Literature” Questions 1-5
- Do [Words to Know SkillBuilder](#) ([Answers](#))
- Do [Use of That and Which in Adjective Clauses](#) ([Answers](#))

## Week 5

### Trailblazers

*There were many quiet trailblazers who turned the American frontier into farmland. It was a harsh, barren and often dangerous existence out on the plains. Willa Cather, the author of the short story you will read this week, knew firsthand the trials of pioneer life, as she moved from Virginia to the prairies of Nebraska when she was nine years old. Cather’s regional literature is another fine example of local color. The Nebraska frontier and the people who lived on it gave Cather her distinctive voice.*

#### Objectives:

- Understand and appreciate a short story
- Identify and understand setting
- Draw conclusions about character in a short story
- Read and analyze a letter
- Read to be informed
- Construct images such as graphic organizers based on text structure

- p. 688 Read “Connect to Your Life.” Write a one-page journal entry on the topic of a choosing between two important things.
- p. 688 Read ““Build Background,” “Focus Your Reading” and preview “Words to Know.” Then,
- pp. 689-96 Read “A Wagner Matinee”
- Do [Active Reading SkillBuilder](#) “Drawing Conclusions About Character” ([Answers](#))
- p. 697 Write answers to “Thinking through the Literature” Questions 1-8
- Do [Literary Analysis SkillBuilder](#) ([Answers](#))

- Do [Introductory Adverbial Clauses \(Answers\)](#)
- Do [Punctuating Introductory Adverbial Clauses \(Answers\)](#)
- p. 698 Do “Vocabulary in Action: Exercise A: Context Clues”
- pp. 700-01 Read from “Letters of a Woman Homesteader”
- pp. 700-01 Write answers to blue circled questions 1-4 in the right margin under “Evaluating an Argument”

## Week 6

### Writing Workshop: Literary Interpretation

*After reading a powerful short story or a thought-provoking memoir, many readers spend time pondering its meaning. Why do I keep thinking about that story? What were the parts that made it work so well? How do I relate personally to that piece? How might others? These are just a few of the questions that you might pursue as you explore your own ideas about the meaning of a literary work and analyze the elements, or parts, that communicate its meaning.*

#### Objectives:

- Write a literary interpretation
- Use a written text as a model
- Revise a draft to draw conclusions
- Use the historical present tense to write about a literary work

- pp. 624-28 Read “Writing Workshop: Literary Interpretation” one time through in its entirety.

#### WRITING WARM-UPS

- p. 631 Read “Sentence Crafting: Creating Compound Sentences”
- p. 631 Do “Writing Exercise” (1-5) and Grammar Exercise (1-5) at the bottom.

#### TRY TO USE WELL-CONSTRUCTED COMPOUND SENTENCES IN YOUR WRITING!

- p. 624 Re-read the Writing Prompt carefully. Choose a story that had a strong impact on you, one with interesting characters, a surprise ending or a troubling message. A couple great options from this unit are: “An Occurrence at Owl Creek Bridge,” “The Notorious Jumping Frog of Calaveras County,” or “A Wagner Matinee.” Check out the graphic representation of a literary interpretation in “Basics in a Box.” Keep this model in mind as you plan and draft your essay.
- pp. 625-6 Re-read Student Model slowly and carefully. Pay attention to the “Rubric in Action” on the right.
- pp. 627-8 Use the handouts provided to guide you through the steps of [Prewriting](#), Drafting and Elaboration, Peer Response, and 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. 629 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