

CP English 11 Assignments

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

UNIT 5

NEW VOICES: THE MODERN AGE

Week 7

Women's Voices

Up until the 20th Century, Americans had strongly fixed ideas about a woman's proper place in society. Women were valued for their refinement, gentleness, beauty, and decency. However, growing new forces-- such as the number of women receiving a university education and the women's suffrage movement-- heralded the arrival of women writers. A few strong female voices began to emerge just before the dawn of the 20th century. Charlotte Gilman Perkins fled a repressive marriage, relocating to California and writing and speaking out on behalf of women's rights and against male domination. Another fixture in American literature, Kate Chopin wrote stories about the obvious difficulties that women faced at the time, as well as hidden ones, such as repressed passion. The latter resulted in outrage. These early women writers made important contributions to American literature. It wouldn't be until the feminist movement of the 1960's, however, that large numbers of American women would find their voices.

Objectives:

- Appreciate a classic short story
- Examine first person narrative in a short story
- Make inferences about the narrator
- Identify and examine plot
- Connect the author's biography and historical information to literature
- Analyze basic components of a complete sentence

- pp. 742-44 Read "Women's Voices, Women's Lives: A New Literature"
- p. 765 Read "Connect to Your Life," "Build Background" and "Focus Your Reading." Preview "Words to Know," then Read "The Yellow Wallpaper" AND
- Do [Active Reading SkillBuilder](#) "Making Inferences About the Narrator" ([Answers](#))
- p. 779 Write answers to "Thinking through the Literature" Questions 1-8
- Do [Literary Analysis SkillBuilder](#) "First Person Narrator" ([Answers](#))
- Do [Words to Know SkillBuilder](#) ([Answers](#))
- p. 783 Read "Connect to Your Life." Write a one-page journal entry on the topic of expectations of marriage.
- p. 783 Read "Build Background" and "Focus Your Reading." Preview "Words to Know," then
- Read "The Story of an Hour"
- Do [Literary Analysis SkillBuilder](#) "Plot and Surprise Ending" ([Answers](#))
- p. 786 Write answers to "Thinking through the Literature" Questions 1-9 (skip #2)
- Do Grammar Worksheet [Complete Sentences](#) ([Answers](#))

Week 8

Women's Voices, cont'd.

As the 20th century progressed, women writers continued to examine the quality of their lives. The readings this week explore not just the possibilities but also the limitations one faced when becoming a woman.

Objectives:

- Examine a coming-of-age story
- Understand and appreciate a modern poem
- Understand conflicts
- Identify and appreciate imagery
- Identify and understand idioms
- Write a diary entry or a review

- p. 788 Read “Comparing Literature,” “Build Background” and “Focus Your Reading.” Preview “Words to Know.” Then,
- Read “Seventeen Syllables” AND
- Do [Active Reading SkillBuilder](#) “Understanding Conflicts” ([Answers](#))
- p. 800 Write answers to “Thinking through the Literature” Questions 1-9
- Do [Literary Analysis SkillBuilder](#) “Coming-of-Age Story” ([Answers](#))
- Do Vocabulary Worksheet [Idioms](#) ([Answers](#))
- Do [Words to Know SkillBuilder](#) (Skip Activity C) ([Answers](#))
- p. 802 Read “Comparing Literature,” “Build Background.” and “Focus Your Reading.” Then,
- p. 803 Read “Adolescence—III” AND
- Do [Active Reading SkillBuilder](#) “Visualizing” [Answers](#)
- p. 804 Write answers to “Thinking through the Literature” Questions 1-5 (skip 6)
- Do [Literary Analysis SkillBuilder](#) “Imagery” ([Answers](#))
- p. 818 Write a synthesis essay. Follow the directions outlined in Part I, Part 2 and Part 3. A synthesis essay is simply a response to literature essay in which you merge together your ideas about several readings and find a perspective that those readings have in common rather than just responding to a single text.

Week 9

The American Dream

As stories of people who had risen, through their own efforts, from humble beginnings to achieve fabulous success became known throughout the world, America gained a reputation as unique country in which, with hard work, one could determine one's own fate. This differed significantly from the European countries to which many Americans traced their roots, as social and economic status there was largely determined at birth by the “class” into which one was born. For every American, including the working class, there was “possibility.” This was the place of the self-made man, the American Dream, “rags to riches.” The American Dream is often referred to as a “myth,” however, because success was not achieved without great cost. America's Industrial Revolution produced much prosperity and leisure, but also much poverty and disillusionment. Racial prejudice against African Americans was thick. And then there was technology. It didn't stop for anyone, even in 1900. Recent advances included phonographs, light bulbs, typewriters, machine guns, skyscrapers, telegraphs, diesel fuel, the Brooklyn Bridge, the Eiffel Tower,

microphones, and aspirin. In 1900, a train could bring a person the same distance in six days that took six months in a covered wagon. Cross-continental travel became easy for almost anyone. Somehow people had to reconcile both the good and the bad that came with this time of rapid change and sharp contrasts. Authors around the turn of the 20th century were concerned with the distance between the American Dream and real life. The poems that you will read this week look at the changes surging through both America's cities and her rural heartland at this time.

Objectives:

- Appreciate classic American poems
- Identify and examine tone
- Synthesize details in poetry
- Discriminate between connotative and denotative meanings
- Understand characterization in narrative poetry
- Evaluate character in poetry
- Identify and examine symbol in poetry
- Interpret symbols in poetry

- pp. 820-22 Read “The American Dream: Illusion or Reality?”
- p. 824 Read “Connect to Your Life.” Write a one-page journal entry on the topic of city life vs. country life.
- p. 658 Read “Build Background” and “Focus Your Reading.”
- pp. 825-26 Read “Chicago” AND
- Do [Active Reading SkillBuilder](#) “Synthesizing Details” ([Answers](#))
- p. 667 Write answers to “Thinking Through the Literature” Questions 1-4
- Do [Denotation and Connotation](#) Worksheet ([Answers](#))
- p. 827 Read “Lucinda Matlock” AND
- Do Finish Active Reading SkillBuilder “Synthesizing Details”
- p. 828 Write answers to “Thinking Through the Literature” Questions 1-8
- Do [Literary Analysis SkillBuilder](#) “Tone” ([Answers](#))
- p. 830 Read “Connect to Your Life,” “Build Background” and “Focus Your Reading.”
- p. 831 Read “Richard Corey” AND
- Do [Active Reading SkillBuilder](#) “Evaluating Character” ([Answers](#))
- p. 831 Write answers to “Thinking Through the Literature” Questions 1-5
- p. 832 Read “Miniver Cheevy” AND
- Do Finish Active Reader SkillBuilder “Evaluating Character”
- p. 833 Write answers to “Thinking Through the Literature” Questions 1-8
- Do [Literary Analysis SkillBuilder](#) “Characterization in Narrative Poetry” ([Answers](#))
- p. 835 Read “Connect to Your Life,” “Build Background” and “Focus Your Reading.”
- p. 836 Read “We Wear the Mask” AND
- Do [Active Reading SkillBuilder](#) “Interpreting Symbols” ([Answers](#))
- p. 836 Write answers to “Thinking Through the Literature” Questions 1-3
- p. 837 Read “Sympathy”
- Do Finish Active Reading SkillBuilder “Interpreting Symbols”
- p. 838 Write answers to “Thinking Through the Literature” Questions 1-9 (skip #7)
- Do [The Connotative Power of Words](#) Worksheet ([Answers](#))

Weeks 10-12

The Great Gatsby

The Great Gatsby is THE novel about the elusive “American Dream.” Even today, the dream of finding fortune, fame and true love is something that almost all Americans strive for. And the same is true for the characters in *Gatsby*. However, Fitzgerald’s memorable characters discover that, once at the top, there is nowhere to go but down. Fitzgerald depicts the tension between the very rich and those who were attracted to them and the eventual disillusionment that results from the blind pursuit of material success (i.e. money and everything that comes with it).

The Great Gatsby is the recommended novel of study for the next 3 weeks. However, if a student has already read it or chooses to read a different book for personal or family reasons, the following titles with thematic connections to the American Dream are also recommended:

The Sun Also Rises by Ernest Hemingway

A Raisin in the Sun by Lorraine Hansberry

The Grapes of Wrath by John Steinbeck

Catcher in the Rye by J.D. Salinger

My Antonia by Willa Cather

Death of a Salesman by Arthur Miller

Only novels and study materials for *The Great Gatsby* are made available by the school. Students reading other choices are responsible for getting their own books and must work independently.

Objectives:

- Draw parallels between students’ own lives and the life and work of F. Scott Fitzgerald in the context of the Jazz Age, the Lost Generation, Prohibition, and the Great Depression.
- Describe one significant event each in the artistic, musical, social, political, and historical context of the writing of *The Great Gatsby*.
- *Identify* at least three autobiographical elements of Fitzgerald’s own life that are reflected in *The Great Gatsby*.
- *Explain* narrative points of view and the importance of Nick Caraway to the telling of the story.
- Describe Fitzgerald’s view of the American Dream as defined by character and plot development in *The Great Gatsby*.
- Identify how an author may use elements of symbolism and color in the creation of fictional characters that have greater depth, meaning, and immediacy.
- Develop an appreciation for the process of authorship and the use of language to create mood, setting, and purpose in a story.

*Teachers may choose to assign the Heritage Peak/Rio Valley **study guide** which includes:

Internet Treasure Hunt (background information)
Reading Schedule
Chapter Journals
Setting Map
Vocabulary
Final Essay

Week 13

The Immigrant Voice

America has from the very beginning been a “melting pot,” a land to which people from many nations and cultures have been drawn in order to make a better life for themselves and their families. It is important to keep this historical context in mind as you encounter the immigrant voice in American literature. Writing about the immigrant experience was one vehicle new Americans had for expressing their frustration over lack of access to the American Dream. Many immigrants believed that material success would guarantee social privilege, only to discover that dream dashed by a society rife with racism. This week’s reading and assignments will be light, as you work to complete your final essay on The Great Gatsby (or other novel).

Objectives:

- Read and analyze informational material
 - Recognize distinct characteristics of cultures through reading
 - Learn how to organize ideas through the use of graphs
 - Understand and appreciate a contemporary short story
 - Make inferences about motivation
 - Distinguish between “who “ and “whom” in introductory noun clauses
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- pp. 875-76 Read “Historical Background: The New Immigrants”
 - pp. 875-76 In the gray margins, you will see 5 questions identified by blue circled numbers under the heading “Comparing Text and Graphic Information.” Write answers to these 5 questions.
 - p. 877 Read “Comparing Literature,” “Build Background,” “Focus Your Reading.” Preview “Words to Know.” Then,
 - pp. 878-90 Read “In the American Society” AND
 - Do [Active Reading SkillBuilder](#) “Making Inferences About Motivations” ([Answers](#))
 - p. 892 Write answers to “Thinking through the Literature” Questions 1-8 (skip 9)
 - Do [Introductory Noun Clauses-Who and Whom](#) Grammar Worksheet ([Answers](#))
 - p. 893 Do “Vocabulary in Action” Exercise A & B
 - pp. 863-72 *OPTIONAL*: For those who want more to read this week, try the short story “America and I.” This story will give you insight into the even harsher immigrant experience in our country in the late 1800’s.

Week 14

The Harlem Renaissance

Renaissance means “rebirth,” and that’s exactly what the Harlem Renaissance period was for African Americans in the 1920’s. A literary and intellectual flowering that fostered a new black cultural identity in the 1920s and 1930s, the Harlem Renaissance saw Black-owned magazines and newspapers flourish, freeing African Americans from the constricting influences of mainstream white society and launching the literary careers of such writers as Arna Bontemps, Langston Hughes, Countee Cullen, and Zora Neale Hurston. Their work both fed and took inspiration from the creative and commercial growth of jazz and the simultaneous growth of work by black visual artists. Central to the movement were efforts to explore all aspects of the African American experience and to re-conceptualize “the Negro” independent of white stereotypes, with artists claiming the right to define themselves and defend themselves against attack. The artists felt a collective identity that gave them pride in their race. As a literary movement, it laid the groundwork for all later African American literature and had a significant impact on black literature and consciousness worldwide. In other words, it was really, truly huge.

Objectives:

- Learn background of the times and people of the Harlem Renaissance
- Interpret the possible influences of historical context on literary works of the period
- Understand and appreciate poetry of the Harlem Renaissance
- Identify and appreciate mood
- Detect rhythm in poetry
- Practice varying sentence structure
- Understand and appreciate two sonnets
- Determine major ideas in a poem
- Understand figurative language
- Understand and appreciate an autobiographical essay
- Draw conclusions about the author's purposes

- pp. 916-18 Read "A New Cultural Identity: The Harlem Renaissance"
- p. 924 Read "Connect to Your Life." Write a one-page journal entry on the topic of gaining recognition from a group or an individual.
- p. 924 Read "Build Background" and "Focus Your Reading."
- p. 925 Read "I, Too"
- p. 925 Write answers to "Thinking Through the Literature" Questions 1-3
- p. 926 Read "Harlem"
- p. 926 Write answers to "Thinking Through the Literature" Questions 1-3
- p. 927 Read "The Weary Blues"
- p. 928 Write answers to "Thinking Through the Literature" Questions 1-7
- Do [Literary Analysis SkillBuilder](#) "Mood" ([Answers](#))
- Do [Varying Sentence Structure](#) Grammar Worksheet ([Answers](#))
- p. 940 Read "Connect to Your Life," "Build Background" and "Focus Your Reading."
- p. 941 Read "My City"
- p. 941 Write answers to "Thinking through the Literature" Questions 1-3
- p. 942 Read "Any Human to Another"
- Do [Active Reading SkillBuilder](#) "Determining Major Ideas in a Poem" ([Answers](#))
- p. 943 Write answers to "Thinking through the Literature" Questions 1-7
- Do [Figurative Language](#) ([Answers](#))
- p. 950 Read "Connect to Your Life," "Build Background" and "Focus Your Reading." Preview "Words to Know."
- pp. 951-54 Read "How It Feels to be Colored Me"
- Do [Active Reading SkillBuilder](#) "Drawing Conclusions About Author's Purposes" ([Answers](#))
- p. 958 Writing Option #2: "Autobiographical Essay." Express your views about your heritage casually but IN ESSAY FORM.

Week 15

Alienation of the Individual

After World War I, America entered a period known as "Modernism," which was a direct response to the destruction and losses caused by the war and a reaction against the materialism of the Roaring Twenties—the party decade. The Modern Era is characterized by a sense that the individual is being threatened and isolated by society. Artists of the time felt fragmented, cut off, and insignificant, and they searched for new forms that would capture this, both in writing and painting. Whereas previous American literary periods were best defined by certain stylistic conventions or popular schools of thought, the modern period of American literature is better defined by the traditions it broke rather than any tradition it created. For example, this week you will read a short story by Ernest Hemingway in which the main character feels no joy in life; his alienation from everyone around him makes him feel as though he is the only individual in the world. Next you will read a very famous poem by T.S. Eliot whose main character Prufrock is afraid to have a meaningful relationship and so resigns himself to a lonely, empty life. Last you will read two poems by two women poets whose speakers confess to troubled lives and express violent emotions. Both poems explore strong feelings of alienation. Won't that be uplifting?!

Objectives:

- Understand a classic modernist short story
 - Examine style
 - Make inferences
 - Understand a classic modernist poem
 - Identify and appreciate imagery
 - Understand stream of consciousness
 - Understand and appreciate confessional poems
 - Examine the speaker in poetry
 - Link title and theme
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- pp. 992-94 Read “Alienation of the Individual: Modernism”
 - pp. 1016-17 Read “Learning the Language of Literature: Modernism”
 - p. 1018 Read “Connect to Your Life,” “Build Background” and “Focus Your Reading.”
 - pp. 1019-22 Read “The End of Something” AND
 - Do [Active Reading SkillBuilder](#) “Making Inferences” ([Answers](#))
 - p. 1023 Write answers to “Thinking Through the Literature” Questions 1-7 (skip #6)
 - Do [Literary Analysis SkillBuilder](#) “Style” ([Answers](#))
 - p. 1025 Read “Connect to Your Life,” “Build Background” and “Focus Your Reading.” Preview “Words to Know.”
 - pp. 1026-29 Read “The Love Song of J. Alfred Prufrock” (you will need to read all of the definitions and explanations on the right to understand this unusual poem) AND
 - Do [Active Reading SkillBuilder](#) “Understanding Stream of Consciousness” ([Answers](#))
 - Do [Figurative Language](#) ([Answers](#))
 - p. 1030 Write answers to “Thinking Through the Literature” Questions 1-9 (skip #7)
 - p. 1057 Read “Comparing Literature,” “Build Background” and “Focus Your Reading.” Then
 - pp. 1058-59 Read “Mirror”

- p. 1058 Write answers to “Thinking Through the Literature” Questions 1-5
- pp.1059-60 Read “Self in 1958”
- p. 1061 Write answers to “Thinking Through the Literature” Questions 1-5, 8 & 9
- Do [Literary Analysis SkillBuilder](#) “Speaker” ([Answers](#))
- p. 1063 Read the biographies of Sylvia Plath and Anne Sexton. Note their common elements.