

# *The Language of Literature Model Unit*

**Grade: 11<sup>th</sup>**

**Topic: Nonfiction Unit on American Puritanism**

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**Unit Focus/Concept:** In this unit, students will read several nonfiction selections, as well some poetry, by authors from the Puritan period. Through the study of these selections, students will gain an understanding of the beliefs and values of the Puritans, and they will learn about the contributions of the Puritans to American history and literature. Students will study the characteristics of both nonfiction and poetry as genres.

They will learn about primary sources and how to analyze them. Student will use what they know about primary sources to write their own narrative eyewitness account of an event. Finally, students will write analytically about literature, and they will be assessed on their ability to read and respond to a literary selection using an integrated reading/writing assessment format.

## **Objectives**

- ELAR.11.2.a. The student selects and reads a variety of texts from varied sources for a variety of purposes.
- ELAR.11.2.b. The student understands literary forms and terms as appropriate to selected texts.
- ELAR.11.2.c. The student analyzes the purposes for which text is written.
- ELAR.11.2.e. The student analyzes expository text structures and its features.
- ELAR.11.2.f. The student recognizes and uses literary terms to analyze text.
- ELAR.11.2.g. The student identifies and analyzes a variety of literary devices.
- ELAR.11.2.h. The student compares communication across texts.
- ELAR.11.2.i. The student interprets text through varied response.
- ELAR.11.2.j. The student evaluates text through critical analysis.
- ELAR.11.3.a. The student expands vocabulary using a variety of methods and strategies.
- ELAR.11.3.c. The student interprets words and phrases in a variety of contexts to increase comprehension. (contextual)
- ELAR.11.3.e. The student discriminates between connotative and denotative meanings and interprets the connotative power of words.
- ELAR.11.5.a. The student uses a variety of strategies prior to reading to enhance comprehension.
- ELAR.11.5.b. The student uses a variety of strategies during the reading process to enhance comprehension.
- ELAR.11.5.c. The student analyzes text structure for its influence on understanding.
- ELAR.11.5.d. The student determines a text's main or major ideas and the salient supporting details.
- ELAR.11.5.e. The student summarizes texts for a variety of purposes. (explicit-implicit)
- ELAR.11.5.g. The student demonstrates skill in comprehension through his/her response to a variety of questioning strategies.
- ELAR.11.6.a. The student responds to informational and aesthetic elements in texts based on specified, predetermined criteria.
- ELAR.11.6.d. The student evaluates text through critical analysis.
- ELAR.11.7.a. The student recognizes distinctive and shared characteristics of cultures through reading.
- ELAR.11.8.c. The student evaluates the credibility and appropriateness of information sources.
- ELAL.11.1.b. Listen actively in a variety of contexts for a variety of purposes.
- ELAL.11.1.f. Listen to participate effectively in a group.
- ELAS.11.3.a. Make contributions relevant to the topic in small or large group discussions.
- ELAW.11.2.a. Write expressive, informative, and literary texts (including poetry, memoirs, essays) effectively.
- ELAW.11.2.e. Organize ideas in writing to ensure coherence, logical progression, and support for ideas.
- ELAW.11.3.a. Employ written conventions appropriately (for example, capitalizing and punctuating when producing a bibliography).
- ELAW.11.3.b. Spell with increasing accuracy.
- ELAW.11.4.a. Produce error-free writing demonstrating control over grammatical elements (for example, subject-verb agreement, pronoun-antecedent agreement, verb forms).
- ELAW.11.4.c. Recognize appropriate sentence construction within the context of a written passage.
- ELAW.11.5.a. Generate ideas and plans for writing by using prewriting strategies.
- ELAW.11.5.c. Select and develop ideas to address the purpose and audience.
- ELAW.11.5.d. Develop drafts.
- ELAW.11.5.e. Revise selected drafts.
- ELAW.11.5.f. Edit drafts for specific purposes.
- ELAW.11.5.g. Frequently refine selected pieces to publish for general and specific audiences.
- ELAW.11.5.h. Proofread own writing and that of peers.
- ELAW.11.6.a. Develops and uses criteria to evaluate writing.
- ELAW.11.6.b. Engage in conferences concerning aspects of one's own writing and the writing of others.
- ELAV.11.1.a. Understand how meanings are communicated through elements of design.
- ELAV.11.1.b. Analyze relationships, ideas, and cultures as represented in various media.

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## Resources Needed/Recommended

*The Language of Literature, Grade 11*, McDougal Littell c.2000:

- Texas Teacher's Edition (TE) and student edition (PE)
- Texas Lesson Plan Book
- Audio Library, Grade 11, Disks 3 and 4
- Unit Resource Books, Units 1 and 2
- Formal Assessment Book
- Grammar Transparencies and Copymasters
- Literary Analysis Transparencies and Copymasters
- Writing Transparencies and Copymasters
- Vocabulary Transparencies and Copymasters
- Communications Transparencies and Copymasters
- Formal Assessment Book
- Integrated Assessment Book
- Teacher' Guide to Assessment and Portfolio Use
- Test Generator
- *InterActive Reader*

## Recommended Professional Bibliography:

*Professional Development and Planning Guide, The Language of Literature*, McDougal Littell c.2000:

- “Strategies for Day-to-Day Planning,” p. 9
- “Teaching Strategies and Techniques,” pp. 11-12
- “Assessment Options,” p. 17

# *The Language of Literature* Model Unit

Grade: 11<sup>th</sup>

Topic: Nonfiction Unit on American Puritanism

*Week 1*

Day 1

**Objectives:** To interpret the possible influences of the historical context on literary works  
To read from primary sources  
To summarize using main idea/supporting details

**Introduction/:** Begin with the Build Background information in *The Language of Literature*  
**Warm-up/** student text p. 81 and notes in the margin of the Teacher Edition, p.81, to initiate discussion on students' knowledge of and associations with Puritanism.  
If you have access to a laserdisc player, you may also wish to use *LaserLinks* to provide background.

**Concept**

**Development :** Using pp. 70-1 of the student text, explain the idea that the primary source is a view of historical events, and that the reader must analyze the author's purpose and intent. You may wish to review the "Strategies for Reading Historical Narratives" at the bottom of p. 71.

Before students read the selection, "Of Plymouth Plantation," Review the Active Reading: Summarizing strategy on p. 81 of the student text

Students listen to *Audio Library* disk 3 and read along in their texts on pp. 82—7, or they may read the same selection in the *InterActive Reader* on pp. 2—9. Pause at the end of each section for students to write a summary using the Active Reading SkillBuilder p. 37 from *Unit One Resource Book* (one duplicated copy per student), or use p. 10 in the *InterActive Reader*.

**Student**

**Practice :** Divide students into groups of five: Ask students to respond to the question: In "Of Plymouth Plantation," what beliefs and values of Puritans were shown?  
To answer the question, have students turn to pp. 134-6 of the text and read the article on the Puritan tradition. You may wish to use the teaching notes in the margin of the Teacher's Edition pp. 134-5 to help students summarize the main ideas of each section of the article.  
Students will then use the article to analyze the Puritan beliefs and values depicted in the Bradford selection.

**Assessment:** Collect Active Reading SkillBuilder and group work if desired

**Next Steps/**

**Linkages:** Homework: complete Literary Analysis SkillBuilder—duplicate from p. 38 of *Unit One Resource book*, or use p. 11 of the *InterActive Reader*.

# The Language of Literature Model Unit

## Day 2

**Objectives:** To understand author's purpose and intent  
To compare/contrast details/style

### Introduction/

**Warm-up** : Show transparency from *Communications Transparencies* p. 20 and have students look in their texts on p. 87. Conduct class discussion on the attitudes/tones revealed by the artists. Do the artist's interpretations seem to match Bradford's? You may also wish to use the art on p. 84 and the Viewing and Representing Mini-lesson on p. 84 of the Teacher's Edition.

### Concept

**Development:** Show Literary Analysis Transparency p. 1- Class fills in answers. Teacher leads discussion, using questions from p. 88 of the student text. Relate to answers in homework.

### Student

**Practice:** Read p. 326 to review types of context clues. Complete Words to Know SkillBuilder p. 39 *Unit One Resource Book*, or use *InterActive Reader*, p. 12.

**Assessment:** In pairs, compare responses to homework from previous day, Literary Analysis Skillbuilder worksheet. Make additions/corrections in different color.

## Day 3

**Objectives:** To improve sentence crafting by eliminating fragments and run-on sentences.

**Introduction:** Use the lessons on sentence fragments from the *Grammar Transparencies and Copymasters* Book, p. 42-43(transparencies) and pp. 107-109 (copymasters).

### Concept

**Development:** Use the transparencies on pp.42-43 to review concepts. Students may refer to p. 1323 in the Grammar Handbook of the text.

### Student

**Practice:** Reproduce pp. 107-109 in the *Grammar Transparencies and Copymasters* book. Read and discuss the top portion of each copymaster with students. Do the first few exercises together; then have students do the rest.

**Assessment:** Reproduce and distribute Selection Quiz, p. 40 of *Unit One Resource Book*. Remind students that they will be evaluated on **both** the content of their answers and the form of their sentences.

### Next Steps/

**Linkages:** Homework: Read pp. 91-92 of text, "Women and Children First: the Mayflower Pilgrims." Make summary notes for each section of the article, using a format similar to the Active Reading SkillBuilder on p. 37 of the *Unit One Resource Book*.

# *The Language of Literature* Model Unit

## Day 4

**Objectives:** To write a firsthand account  
To write to inform

### **Introduction/**

**Warm-up** : Read with students the Basics in a Box on p. 120 of text. Review with them how Bradford does this. Students should refer to their previous notes from the Active Reading Skillbuilder and Literary Analysis Skillbuilder for “On Plymouth Plantation.”

### **Concept**

**Development:** Follow the format in the TE and student text pp. 120-124. Duplicate p.57, Eyewitness Report, from *Unit One Resource Book* for students’ prewriting, or use the Writing Template p. 25 in the *Writing Transparencies and Copymasters* book.

### **Student**

After filling in the prewriting page, students should begin writing their first draft.

### **Practice:**

If necessary students may finish the first draft as homework. They should be clear about the rubric on page 120 which will be used to evaluate the papers.

### **Assessment:**

Use the rubric on page 120 – Standards for Writing. This may also be reproduced on p. 68 of the *Unit One Resource Book*.

### **Next Steps/**

Students will complete their Eyewitness Report first draft. Remind them

### **Linkages**

to review the Bradford/Williams selections.

## Day 5

**Objectives:** To write an eyewitness report

### **Introduction/**

**Warm-up** : Students do the Assessment Practice-Revising & Editing on p. 125 of text. Check answers orally.

### **Concept**

**Development:** Divide students into pairs. Give everyone a Peer Response Guide, duplicated from pp. 59-60 of the *Unit One Resource Book*. Students will read and evaluate their partner’s paper using the guide. They should be honest but constructive.

### **Student**

### **Practice:**

Students use the remaining time to revise their papers using the suggestions of their peers. Add papers to their Writing Portfolios or turn in for assessment.

### **Assessment:**

Papers should of course be judged by the rubric. But the evaluations of their peer’s papers should also be considered. Give the Selection Test from *Formal Assessment Book*, pp. 21-2, as a take home assignment.

# *The Language of Literature* Model Unit

Grade: 11<sup>th</sup>

Topic: Nonfiction Unit on American Puritanism

## *Week 2*

<b>Day 1</b>
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**Objective:** To understand and appreciate lyric poetry  
To interpret the possible influences of the historical context on literary works  
To clarify meaning of archaic language

### **Introduction/**

**Warm-up** : Examine and discuss the Time Line on pp. 132-33 of *The Language of Literature* student text, the Connect to Life and Building Background material on p. 138, and the biographical material on p. 143. Ask students to compare and contrast Bradstreet and Bradford.

### **Concept**

**Development:** Read “To My Dear and Loving Husband” orally to class. Lead class in a short discussion based on Thinking through the Literature questions on p. 142. Move on to the second poem, “Upon the Burning of Our House”. This time ask for volunteer readers. Again use p. 142 for informal discussion.

### **Student**

**Practice:** Display Literary Analysis Transparency 12 from *Literary Analysis Transparencies*. In pairs have students identify examples of poetic devices they see in either poem. Record examples in their notes.

**Assessment:** Use Informal Assessment from p. 141 of TE: Pretend you are a close friend of Anne Bradstreet. Write a journal entry about the night her house burned. Use the rubric in the TE on p. 141 to assess students’ responses.

### **Next Steps/**

**Linkages** : Students may need to complete their journal entries at home.

# The Language of Literature Model Unit

## Day 2

**Objectives:** To analyze an 18<sup>th</sup> century sermon  
To appreciate author's use of persuasive writing  
To analyze emotional language

### Introduction/

**Warm-up :** Students write a journal entry using the Connect to Life activity on p. 152 of the student text. You may also wish to pre-teach vocabulary using the mini-lesson on p. 153 of TE.

### Concept

**Development:** Display Literary Analysis Transparency #9, types of persuasive appeals, from the *Literary Analysis Transparencies and Copymasters* book.  
Explain that those elements are found in sermons. Introduce Jonathan Edwards as a famous Puritan preacher using the Build Background information on p. 152 of the student text. Have students listen to the speech from *Audio Library* Disk 4 as they follow in the text on pp. 153-7. Students may also read the sermon using the *InterActive Reader*, pp. 13—17. As students listen, you may ask them to complete the Active Reading Skillbuilder using p. 11 of the *Unit One Resource* book, or p. 18 of the *InterActive Reader*.

### Student

**Practice:** Lead the class in a discussion covering the Thinking Through the Literature questions on p. 158. Divide students into pairs to complete Literary Analysis SkillBuilder from the *Unit Two Resource* book, p. 12, or use p. 19 in the *InterActive Reader*. On the back of the duplicated page, have the pairs complete the Cooperative Learning Activity on p.158 in the student text in the shaded box, Literary Analysis.

**Assessment:** Have the pairs unite into groups of four or six to share their examples.

### Next Steps/

**Linkages :** Students complete the Selection Quiz from *Unit Two Resource* book, p. 14.

## Day 3

**Objectives :** To analyze emotional words  
To appreciate author's use of persuasive writing techniques

### Introduction/

**Warm-up :** Use the vocabulary mini-lesson on p. 156 of the TE.- Interpreting the Connotative Power of Words  
Teachers should stress this aspect of diction - especially for AP students.

### Concept

**Development:** Have students turn to p. 154 of the text. Give students two minutes write a list of strong emotion words used by Edwards. Lead class discussion on the intent and effect of the author's chosen words. (note: if you are using the *InterActive Reader*, you may wish to have students simply mark the words in the text rather than list them).  
Display Literary Analysis Transparency #10, Persuasive Techniques, from the *Literary Analysis Transparencies and Copymasters* book.  
Use p. 154 again to find examples of each technique. Lead students to see the combination of strong language and repetition.

## *The Language of Literature* Model Unit

### **Student**

**Practice :** Divide students into pairs. Have them do p. 26 from *Vocabulary Transparencies and Copymasters*.

**Assessment:** Do the Vocabulary in Action-Assessment Practice exercise on p. 159 of the student text.

### **Next Steps/**

**Linkages :** In advanced classes or if time permitted this would be a good time to compare/contrast Martin Luther King's "Letter from Birmingham Jail" pp. 1137-1145  
Students should review notes and historical passages concerning the values/ideas of the Puritans.

<b>Days 4 and 5</b>
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**Objectives:** To introduce the concepts and techniques of integrated assessment to the students early in the year.

For useful background information, teachers should read *Teacher's Guide to Assessment and Portfolio Use*.

### **Introduction/**

**Warm-up :** The teacher should explain that this "test" is different from others they may have taken. While it will be helpful to remember the overall things they learned about the Puritans, the questions will not deal with them directly.  
Explain the format and procedures for the test.

### **Student**

**Assessment:** Administer Unit One: Integrated Assessment from the *Integrated Assessment* book. The test will take two days.  
Parts A, B, and C will be done on Day 1; Parts D and E are held over for Day 2.  
Answer responses and rubrics for grading are found on p. 87 of the *Integrated Assessment* book.  
(Note: This test format is particularly good preparation for the AP exam. However, you also have the option of using the *Test Generator* to create a test in a traditional format.)

## *The Language of Literature Model Unit*

### Appendix: Suggested Resources for “Of Plymouth Plantation”

<b>Attachment/ Activity</b>	<b>Resource</b>	<b>Page Number</b>
“Of Plymouth Plantation”	Audio Library CD’s	Disk 3
“Of Plymouth Plantation”	<i>InterActive Reader</i>	2--12
Active Reading Skillbuilder	Unit One Resource Book	37
Literary Analysis Skillbuilder	Unit One Resource Book	38
“The First Thanksgiving”	Communications Transparencies and Copymasters	20
Historical Narrative	Literary Analysis Transparencies and Copymasters	1
Words to Know Skillbuilder	Unit One Resource Book	39
Sentence Fragments	Grammar Transparencies and Copymasters	42
Run-Ons	Grammar Transparencies and Copymasters	43
Sentence Fragments I	Grammar Transparencies and Copymasters	107
Sentence Fragments II	Grammar Transparencies and Copymasters	108
Run-On Sentences	Grammar Transparencies and Copymasters	109
Selection Quiz	Unit One Resource Book	40
Eyewitness Report	Writing Transparencies and Copymasters	25
Pre-Writing: Eyewitness Report	Unit One Resource Book	57
Rubric for Evaluation	Unit One Resource Book	68
Peer Response Guide	Unit One Resource Book	59-60
Selection Test	Formal Assessment Book	21

## *The Language of Literature Model Unit*

### Appendix: Suggested Resources for Anne Bradstreet poems

<b>Attachment/ Activity</b>	<b>Resource</b>	<b>Page Number</b>
Poetic Devices	Literary Analysis Transparencies	12

### Appendix: Suggested Resources for “Sinners in the Hands of an Angry God”

<b>Attachment/ Activity</b>	<b>Resource</b>	<b>Page Number</b>
“Sinners in the Hand of an Angry Gods”	<i>InterActive Reader</i>	13--17
Words to Know Skillbuilder	Unit Two Resource Book	13
Persuasion: Types of Appeals	Literary Analysis Transparencies and Copymasters	9
Literary Analysis Skillbuilder	Unit Two Resource Book	13
Active Reading Skillbuilder	Unit Two Resource Book	
Selection Quiz	Unit Two Resource Book	14
Persuasive Techniques	Literary Analysis Transparencies and Copymasters	10
Connotative Power of Words	Vocabulary Transparencies and Copymasters	26
	Test Generator	
	Teacher’s Guide to Assessment and Portfolio Use	