

English III

English III is a survey of American Literature and literary culture from its inception through the twentieth century. Students will explore the major literary forms, themes, authors, and periods of American Literature. They will understand how this literature represents the experiences of people native to America, those who immigrated to America, and those who were brought to America against their will. Emphasis is placed on a rhetorical analysis of the literature to determine how authors achieve a particular purpose or effect. Through focused readings, composition, speaking and listening activities, vocabulary study and research, students will continue to build the literacy skills they need to meet the challenges of high school and beyond.

To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills. In English language arts, that critical content is both rigorous and relevant and includes high-quality contemporary works as well as the classics of literature. In English language arts, that content includes classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare. Students will be enriched as they expand their skills and confidence in English language arts through a comprehensive study that includes the following units:

- **Unit 1: Intersection in a New World:** The focus of this unit will be on the earliest American literature. Students will read first-hand accounts of the dreams and the challenges the first settlers in the New World faced. They will read fiery Puritan sermons and the cultured poetry of a young slave. The reading will highlight the intersection, and resulting conflicts, of Native American, European, and African American cultures as well as establish some of the themes that will appear in the literature of America for centuries to come.
- **Unit 2: Becoming a Nation:** The focus of this unit will be on the historic and literary significance of documents relating to the establishment of the new government in America as well as on some of the poetry and prose of the period. Students will compare and contrast points of view presented on related issues. They will also compare and contrast the tone used in foundational documents like the Declaration of Independence and the Constitution. They will use what they learn about the qualities of an effective argument to create one of their own.
- **Unit 3: American Romanticism:** This unit will focus on the romantic literature that dominated America during the first part of the nineteenth century. Students will explore how the romantics revolted against the "cog in the wheel" philosophy of the eighteenth century and instead celebrated intuition, spontaneity, subjectivity, nature and, above all, individuality. They will compare the different aspects of American romanticism by examining the Gothic tales of writers like Poe and Hawthorne as well as the transcendental explorations of writers like Emerson and Thoreau. The slave narrative, a sub-genre of romanticism, will provide students with a glimpse into the protest and struggle for identity these Americans faced.
- **Unit 5: Regional Voices:** In this unit, students will continue to explore the theme of individualism, expanding their idea of what that looked for all Americans in the nineteenth century. They will look at the issues of racism, slavery, inequality and displacement through the words of those who experienced these issues first hand and those who worked to make America a more tolerant nation. They will also explore the theme of regionalism and examine how fictional characters in the works of writers like Twain and Jewett express the challenges facing America in this period.
- **Unit 6: American Modernism:** This unit explores American literature from the beginning of the 20th century through the Great Depression. Students will be introduced to the characteristics that define literature as modern and analyze those characteristics in poetry, fiction and drama. Because the movement is complex, the unit is subdivided into categories allowing for a more focused analysis of the different aspects of modernism and its writers.
- **Unit 7: Post WW II:** This unit focuses on the literature that followed the Second World War and takes students up to what is known as the postmodern period in literature. Like the previous unit, this final unit is divided into sub-categories. Students will read representative works from the abundance of southern literature. The unit also includes a number of selections from the 1960s that mirror this turbulent decade's struggle with issues similar to ones we face today.

Curriculum Content and Skill Focus

Unit 1: Intersection in a New World

- Sharpen reading skills: summary, analysis, evaluation, and interpretation.
- Identify explicit and implicit meaning in early American works of historical and/or literary significance and in later works about this time period, including where the text leaves matters uncertain.
- Analyze a text from multiple perspectives (historical, literary, psychological, religious).
- Analyze and evaluate different presentations and interpretations of the same text.
- Analyze literary elements: narrative/poetic/dramatic structure, point of view, style, theme, purpose.
- Analyze language: figurative language, imagery, tone, persuasiveness, connotation, nuance, power, beauty.
- Analyze informational texts: central ideas, interaction of ideas, summarizing, point of view, purpose.
- Analyze arguments: rhetoric, claim development, structure, purpose.
- Sharpen writing skills:
 - explanatory: responding to literature; comparing/contrasting; synthesizing information; developing and supporting a thesis; using appropriate and varied transitions between ideas; using precise, domain-specific language; and
 - argumentative: making and supporting a claim; using valid reasoning; sequencing ideas; adapting to purpose, audience, and task; using precise, domain-specific language; using the writing process.
- Conduct research: web searches, challenging usage and vocabulary.
- Participate in speaking and listening activities: analysis of oral and written speeches, collaboration with peers.
- Strengthen language skills: conventions, knowledge, vocabulary acquisition and use.

Unit 2: Becoming a Nation

- Sharpen reading skills: summary, annotation, analysis, evaluation, and interpretation.
- Identify explicit and implicit meaning in early American works of historical and/or literary significance, seminal texts, and works of public advocacy.
- Analyze a text from multiple perspectives: historical, literary, psychological, religious.
- Analyze literary elements: narrative/poetic/dramatic structure, point of view, style, theme, purpose.
- Analyze language: figurative and technical language, imagery, tone, persuasiveness, connotation, nuance, power, beauty.
- Analyze informational texts: central ideas, interaction of ideas, structure, point of view.
- Analyze arguments: rhetoric, premises, claim development, structure, purpose.
- Evaluate the reason and rhetoric used in seminal texts and works of public advocacy.
- Sharpen writing skills:
 - explanatory: responding to literature; comparing/contrasting; synthesizing information; developing a thesis and evaluating evidence to support it; using appropriate and varied transitions between ideas; establishing and maintaining a formal tone; using precise, domain-specific language; using technology; peer evaluating; and
 - argumentative: making and supporting a claim; using valid reasoning; using rhetorical devices to persuade; adapting a rhetorical structure; sequencing ideas; creating cohesiveness; adapting to purpose, audience and task; using precise, domain-specific language; using the writing process.
- Conduct research: the challenge of usage and vocabulary; evaluation of the strengths and limitations of sources in terms of task, purpose, and audience; distinguishment between quoted material and paraphrased ideas; preparation of papers using correct MLA guidelines for formatting, citing sources within a text, and creating a works cited page.
- Participate in speaking and listening activities: analysis of oral and written speeches, evaluation of a speaker's use of diction and tone, collaboration with peers, presentation.
- Strengthen language skills: conventions, knowledge, vocabulary acquisition and use.

Unit 3: American Romanticism

- Sharpen reading skills: summary, annotation, analysis, evaluation, and interpretation.
- Identify explicit and implicit meaning in American literature from a specific period in history.
- Analyze a text from multiple perspectives: historical, literary, psychological, religious.
- Analyze literary elements/devices: narrative/poetic structure, point of view, character, style, theme, purpose, irony, allegory, symbolism, suspense.
- Analyze language: figurative and technical language, imagery, tone, persuasiveness, connotation, nuance, power, beauty.
- Analyze informational texts: central ideas, interaction of ideas, structure, point of view, use of rhetoric.
- Sharpen writing skills:
 - explanatory: responding to literature; comparing/contrasting; synthesizing information; developing and supporting a thesis; organizing complex ideas; using appropriate and varied transitions between ideas; using precise, domain-specific language; and
 - argumentative: making and supporting a claim; using valid reasoning; using rhetorical devices to persuade; adapting a rhetorical structure; sequencing ideas; creating cohesiveness; adapting to purpose, audience, and task; using precise, domain-specific language; using the writing process.
- Conduct research: web search, vocabulary usage/etymology.
- Participate in speaking and listening activities: analysis of oral and written speeches, evaluation of a speaker's use of diction and tone, collaboration with peers, presentation.
- Strengthen language skills: conventions, knowledge, vocabulary acquisition and use.

Unit 5: Regional Voices

- Sharpening reading skills: summary, annotation, analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in American literature from a specific period in history, including foundational documents
- Analyzing a text from multiple perspectives (historical, literary, psychological, religious)
- Analyzing literary elements/devices: narrative/poetic structure, point of view (esp. how it shapes content and style), character, style, theme, irony, satire, understatement
- Analyzing language: figurative language (esp. hyperbole and paradox), technical language, imagery, tone, diction, humor, persuasiveness, connotation, nuance, power, beauty
- Analyzing informational texts: central ideas, interaction of ideas, structure, point of view
- Evaluating the reasoning and rhetoric used in seminal texts and works of public advocacy
- Sharpening writing skills
 - explanatory: responding to literature, synthesizing information, developing an original thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, using precise, domain-specific language, using the writing process
 - argumentative: making a claim, supporting a claim, using valid reasoning, sequencing ideas, creating cohesiveness, adapting to purpose, audience and task, using precise, domain-specific language, using the writing process
- Participating in speaking and listening activities: listening to and analyzing speeches, evaluate a speaker's use of diction and tone, collaborating with peers, presenting
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

Unit 6: American Modernism

- Sharpening reading skills: summary, annotation, analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in American literature from a specific period in history
- Analyzing a text from multiple perspectives (historical, literary, psychological, religious)
- Analyzing literary elements/devices: narrative/poetic/dramatic structure, point of view, character, style, theme, purpose, symbolism, satire, sarcasm, irony, understatement
- Analyzing language: figurative language, imagery, tone, diction, dialect, connotation, nuance, power, beauty
- Analyzing informational texts: central ideas, interaction of ideas, structure, point of view, use of rhetoric
- Sharpening writing skills –

- explanatory: responding to literature, , synthesizing information, developing an original thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, using precise, domain-specific language, using the writing process – focus on revision
- narrative: using telling details, sequencing events, using the writing process – focus on revision
- Conducting research: web search, vocabulary usage/etymology, evaluation credibility of sources, synthesizing information from multiple sources, using correct MLA guidelines for formatting, citing sources within a text, and creating a works cited page, using digital media elements, such as graphics, illustrations, sound, and interactive elements, to enhance presentations
- Participating in speaking and listening activities: listening to and analyzing speeches, evaluating a speaker's use of diction and tone, collaborating with peers, preparing and presenting speeches
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

Unit 7: Post WW II

- Sharpening reading skills: summary, annotation, analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in American literature from a specific period in history, including works of public advocacy
- Analyzing a text from multiple perspectives (historical, literary, psychological, religious)
- Analyzing literary elements/devices: narrative/poetic structure, point of view, style, theme, purpose, sarcasm, irony, humor
- Analyzing language: figurative language (esp. hyperbole and paradox), technical language, imagery, tone, diction, connotation, nuance, power, beauty
- Analyzing informational texts: central ideas, interaction of ideas, structure, point of view, use of rhetoric
- Sharpening writing skills –
 - explanatory: responding to literature, , synthesizing information, developing an original thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, using precise, domain-specific language, using the writing process – focus on revision, varying sentence structure and syntax to convey a certain style or tone and to enhance reader understanding, using appropriate references for guidance in constructing artful sentences
- Conducting research: web search, vocabulary usage/etymology, generating a research question, conducting research to answer a self-generated question, drawing relevant evidence from text to answer research questions, Synthesize information from multiple sources, gathering information representing a variety of perspectives, e valuating the strengths and limitations of sources in terms of task, purpose and audience, integrating information selectively and appropriately, preparing papers using correct MLA guidelines for formatting, citing sources within a text, creating a works cited page
- Participating in speaking and listening activities: listening to and analyzing speeches, evaluating a speaker's use of diction and tone
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

Literature List

The following are literary works students will encounter in English III:

Unit 1: Intersection in the New World

- Bradford, William
 - *Of Plymouth Plantation*
- Williams, Roger
 - *A Key into the Language of America*
- Bradstreet, Anne
 - "To My Dear Loving Husband"
 - "A Letter to Her Husband, Absent upon Public Employment"
 - "Upon the Burning of Our House"
 - "The Prologue"

- Berryman, John
 - "Homage to Mistress Bradstreet"
- Rowlandson, Mary
 - *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*
- Franklin, Benjamin
 - "Remarks Concerning the Savages of North America"
- Sewall, Samuel
 - *The Selling of Joseph: A Memorial*
- Wheatley, Phillis
 - "On Being Brought from Africa to America"
 - "An Hymn to the Evening"
 - "To His Excellency General Washington"
- Gates Jr., Henry Louis
 - "Mister Jefferson and the Trials of Phillis Wheatley"
- Edwards, Jonathan
 - "Sinners in the Hands of an Angry God"

Unit 2: Becoming a Nation

- Franklin, Benjamin
 - "The Way to Wealth"
- Henry, Patrick
 - "Speech to the Virginia Convention"
- Paine, Thomas
 - *The American Crisis*
- Declaration of Independence
- Stanton, Elizabeth Cady
 - Declaration of Sentiments
- Jefferson, Thomas
 - "Virginia Statute for Religious Freedom"
- de Crevecoeur, Hector St. John
 - "What is an American?" from *Letters from an American Farmer*
- Freneau, Phillip
 - "The Wild Honeysuckle"
 - "The Indian Burying Ground"
- Equiano, Olaudah
 - *Equiano's Travels: The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa, The African*
- Key, Francis Scott
 - "The Star Spangled Banner"
- "Revolutionary Tea"
- Madison, James
 - *The Federalist No. 10*
- National Assembly of France
 - *Declaration of the Rights of Man*
- Sess, William & Mary
 - *English Bill of Rights 1689*

Unit 3: American Romanticism

- Irving, Washington
 - “Rip Van Winkle”
- Hawthorne, Nathaniel
 - “Young Goodman Brown”
- Poe, Edgar Allan
 - “The Black Cat”
- Emerson, Ralph Waldo
 - “Self-Reliance”
 - “John Brown”
- Fuller, Margaret
 - *Summer on the Lakes in 1843*
- Whitman, Walt
 - “Song of Myself”
- Dickinson, Emily
 - “This is my letter to the World”
 - “Because I could not stop for Death”
- Whittier, John Greenleaf
 - “To William Lloyd Garrison”
- Douglass, Frederick
 - *Narrative of the Life of Frederick Douglass, An American Slave*
- Thoreau, Henry David
 - “Civil Disobedience”
- Stowe, Harriet Beecher
 - *Uncle Tom’s Cabin*
- Truth, Sojourner
 - “Ain’t I a Woman?”
- Harper, Frances Ellen Watkins
 - “The Two Offers”
- Melville, Herman
 - “Bartleby the Scrivener: A Story of Wall Street”
- Garrison, William Lloyd
 - *The Liberator*

Unit 5: Regional Voices

- Lincoln, Abraham
 - “A House Divided” Speech
- Whitman, Walt
 - “Oh Captain, My Captain”
- Addams, Jane
 - “Influence of Lincoln” from *Twenty Years at Hull House*
- Twain, Mark
 - *The Adventures of Huckleberry Finn*
- Chopin, Kate
 - “Desiree’s Baby”
- Cooper, Anna Julia
 - “The Higher Education of Women” from *A Voice from the South*

- Jewett, Sarah Orne
 - “The White Heron”
- Freeman, Mary E. Wilkins
 - “The Revolt of Mother”
- Gilman, Charlotte Perkins
 - “The Yellow Wall Paper”
 - “Why I Wrote the Yellow Wall Paper”
- Harte, Bret
 - “Tennessee’s Partner”
- Wharton, Edith
 - *Ethan Fromme*

Unit 6: Modernism in America

- Robinson, Edwin Arlington
 - “Aunt Imogen”
- Frost, Robert
 - “A Servant to Servants”
- Eliot, T.S.
 - “The Love Song of J. Alfred Prufrock”
- Teasdale, Sara
 - Love Songs
- Sandburg, Carl
 - “Grass”
- Fitzgerald, Scott F.
 - “Bernice Bobs her Hair”
- Hemingway, Ernest
 - “Hills Like White Elephants”
- Wilder, Thornton
 - *Our Town*
- Miller, Arthur
 - *The Crucible*
- Parker, Dorothy
 - “Arrangement in Black and White”
- Hughes, Langston
 - “The Negro Artist and the Racial Mountains”
- Hurston, Zora Neal
 - *Their Eyes Were Watching God*
- Baldwin, James
 - “If Black English isn’t a Language Then Tell Me, What is”

Unit 7: Post WW II

- Welty, Eudora
 - “Petrified Man”
- O’Connor, Flannery
 - “A Good Man is Hard to Find”
- Kennedy, John F.

- Inaugural Speech
- Lowell, Robert
 - "For the Union Dead"
- Wright, Richard
 - "The Man Who was Almos' a Man"
- Dylan, Bob
 - "The Lonesome Death of Hattie Carroll"
- Levertov, Denise
 - "Life at War"
 - "Overheard over S.E. Asia"
- Rukeyser, Muriel
 - "Poem"
- Goines, David Lance
 - "Let Sleeping Dogs Lie" from *The Free Speech Movement: Coming of Age*
- Mirikitani, Janice
 - "Attack the Water"
- Bishop, Elizabeth
 - "Sestina"
- Plath, Sylvia
 - "Mirror"

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Unit 2: Becoming a Nation	
Assignments	
English III	1. Declaration of Independence, Bill of Rights, and "The Indian Burying Ground": American Identity
	2. "The Way to Wealth": Franklin's Style and Rhetoric
	3. Patrick Henry's Speech to the Virginia Convention: Rhetoric
	4. The American Crisis: Rhetoric and Tone
	5. Project: Persuasive Essay
	6. Quiz: Rhetoric and Persuasion
	7. Alternate Quiz: Rhetoric and Persuasion - Form A*
	8. Alternate Quiz: Rhetoric and Persuasion - Form B*
	9. Declaration of Independence: Central Ideas and Word Meanings
	10. Declaration of Sentiments: Rhetoric and Inference
	11. Compare and Contrast: The Declaration of Independence and the Declaration of Sentiments Project: Write a Declaration*
	12. Project: Write a Declaration*
	13. Quiz: Declaration of Independence
	14. Alternate Quiz: Declaration of Independence - Form A*
	15. Alternate Quiz: Declaration of Independence - Form B*
	16. Virginia Statute for Religious Freedom: Annotation and Meaning
	17. "What is an American?": Primary and Literary Sources
	18. "The Wild Honeysuckle" and "The Indian Burying Ground": Figurative Language
	19. The Interesting Narrative of the Life of Olaudah Equiano: Literary Nonfiction
	20. Project: Compare and Contrast Essay: Equiano and Bradford
	21. Quiz: American Identity
	22. Alternate Quiz: American Identity - Form A*
	23. Alternate Quiz: American Identity - Form B*
	24. Federalist No. 10: Reasoning and Rhetoric
	25. Preamble and Bill of Rights: Purpose and Structure
	26. Project: Informative Essay: Tone with Textual Evidence*
	27. "The Star-Spangled Banner" and "Revolutionary Tea": Technical and Connotative Meaning
	28. Project: Research Paper: Significance of Early American Writings
	29. Sentence Structures in Archaic Writing
	30. Quiz: Meaning in Early American Writing
	31. Alternate Quiz: Meaning in Early American Writing - Form A*
	32. Alternate Quiz: Meaning in Early American Writing - Form B*
	33. Special Project*
	34. Review
	35. Test: Becoming a Nation
	36. Alternate Test: Becoming a Nation - Form A*
	37. Alternate Test: Becoming a Nation - Form B*
	38. Glossary and Credits

Unit 3: American Romanticism		
Assignments		
English III	1. Romanticism	28. Uncle Tom's Cabin: Tone and Romanticism - Chapters 6-10
	2. Reference Materials: Vocabulary Journal	29. Uncle Tom's Cabin: Figurative Language - Chapters 11-15
	3. "Rip Van Winkle": Theme and Language	30. Uncle Tom's Cabin: Theme and Characterization - Chapters 16-20
	4. "Young Goodman Brown": American Gothicism and Symbolism	31. Uncle Tom's Cabin: Denotation and Connotation - Chapters 21-25
	5. "The Black Cat": Inferences from the Text	32. Uncle Tom's Cabin: Theme and Central Ideas - Chapters 26-30
	6. Project: Analytic Essay - "Young Goodman Brown"	33. Uncle Tom's Cabin: Tracing Theme - Chapters 31-35
	7. Project: Analytic Essay: "Rip Van Winkle," "Young Goodman Brown," and "The Black Cat"*	34. Uncle Tom's Cabin: Making Inferences and Predictions - Chapters 36-40
	8. Quiz: Romanticism and Gothicism	35. Uncle Tom's Cabin: Themes - Chapters 41-45
	9. Alternate Quiz: Romanticism and Gothicism - Form A*	36. Quiz: Uncle Tom's Cabin
	10. Alternate Quiz: Romanticism and Gothicism - Form B*	37. Alternate Quiz: Uncle Tom's Cabin - Form A*
	11. "Self-Reliance": Transcendentalism	38. Alternate Quiz: Uncle Tom's Cabin - Form B*
	12. Summer on the Lakes: Themes	39. "Ain't I a Woman?": Abolitionists and Romanticism
	13. "Song of Myself": Free Verse	40. "The Two Offers": Inferring and Ellipses
	14. "Belle of Amherst": Structure and Meaning	41. Project: Explanatory Essay - African American Women*
	15. Project: Explanatory Paragraph Identifying Transcendental Elements*	42. "Bartleby the Scrivener": Theme and Characterization
	16. Quiz: Transcendentalism	43. Project: Close Reading and Recorded Presentation
	17. Alternate Quiz: Transcendentalism - Form A*	44. Quiz: Truth, Harper, and Melville
	18. Alternate Quiz: Transcendentalism - Form B*	45. Alternate Quiz: Truth, Harper, and Melville - Form A*
	19. To William Lloyd Garrison: Inference and Historical Context	46. Alternate Quiz: Truth, Harper, and Melville - Form B*
	20. Narrative of the Life of Frederick Douglass: Tone and Point of View	47. Special Project*
	21. "Civil Disobedience": Rhetoric and Structure	48. Review
	22. "John Brown" Speech: Interpretation	49. Test: American Romanticism
	23. Quiz: Abolitionists	50. Alternate Test: American Romanticism - Form A*
	24. Alternate Quiz: Abolitionists - Form A*	51. Alternate Test: American Romanticism - Form B*
	25. Alternate Quiz: Abolitionists - Form B*	52. Glossary and Credits
	26. Uncle Tom's Cabin: Stowe's Context	
	27. Uncle Tom's Cabin: Characterization Through Dialogue - Chapters 1-5	
	Unit 4: Semester Review and Exam	
	Assignments	
	1. Review	3. Alternate Exam: English III Semester I - Form A*
	2. Exam: English III Semester I	

Unit 5: Regional Voices	
Assignments	
1. Historical Context and Universal Theme	25. The Adventures of Huckleberry Finn: Explicit and Implicit Meaning - Chapters 36-39
2. "House Divided": Lincoln's Rhetorical Devices	26. The Adventures of Huckleberry Finn: Resolution - Chapters 40-43
3. "O Captain! My Captain!": Poetic Structures and Devices	27. Project: Persuasive Essay: "Defining Freedom as Found in the Theme(s) of The Adventures of Huckleberry Finn"
4. "Influence of Lincoln": Supporting a Thesis	28. Quiz: The Adventures of Huckleberry Finn: Chapters 14-43
5. Project: Expository Essay - "A House Divided," "O Captain! O Captain!," "Influence of Lincoln"	29. Alternate Quiz: The Adventures of Huckleberry Finn: Chapters 14-43 - Form A*
6. Quiz: Historical Context	30. Alternate Quiz: The Adventures of Huckleberry Finn: Chapters 14-43 - Form B*
7. Alternate Quiz: Historical Context: Form A*	31. "D---sir---e's Baby": Themes
8. Alternate Quiz: Historical Context: Form B*	32. The Essay: Understanding Format and Rhetoric
9. The Adventures of Huckleberry Finn: Realism in America	33. "The White Heron": Narration and Figures of Speech
10. The Adventures of Huckleberry Finn: Theme and Character - Chapter 1	34. "The Revolt of Mother": Local Color and Dialogue
11. The Adventures of Huckleberry Finn: Tone and Character - Chapters 2-3	35. Quiz: Theme, Figures of Speech, and Rhetoric
12. The Adventures of Huckleberry Finn: Dialogue and Dialect to Characterize - Chapters 4-5	36. Alternate Quiz: Theme, Figures of Speech, and Rhetoric - Form A*
13. The Adventures of Huckleberry Finn: Setting and Word Choice - Chapters 6-9	37. Alternate Quiz: Theme, Figures of Speech, and Rhetoric - Form B*
14. The Adventures of Huckleberry Finn: Satire and Theme - Chapters 10-13	38. "The Yellow Wallpaper": Analyzing Symbolism
15. Quiz: The Adventures of Huckleberry Finn: Chapters 1-13	39. Project: Discussion - "Why I Wrote The Yellow Wallpaper"
16. Alternate Quiz: The Adventures of Huckleberry Finn: Chapters 1-13 - Form A*	40. Project: Argumentative Essay: American Women Writers
17. Alternate Quiz: The Adventures of Huckleberry Finn: Chapters 1-13 - Form B*	41. "Tennessee's Partner": Narrative Point of View and Local Color
18. The Adventures of Huckleberry Finn: Theme - Chapters 14-16	42. Project: Literary Circle: Discussion of Edith Wharton's Ethan Frome
19. The Adventures of Huckleberry Finn: Using Sources to Understand Text - Chapters 17-19	43. Quiz: American Women Writers
20. The Adventures of Huckleberry Finn: Realism vs. Idealism - Chapters 20-22	44. Alternate Quiz: American Women Writers - Form A*
21. The Adventures of Huckleberry Finn: Humor and Irony - Chapters 23-25	45. Alternate Quiz: American Women Writers - Form B*
22. The Adventures of Huckleberry Finn: Theme of Moral Awakening - Chapters 26-28	46. Special Project*
23. The Adventures of Huckleberry Finn: Vernacular and Tone - Chapters 29-31	47. Review
24. The Adventures of Huckleberry Finn: Figures of Speech and Context - Chapters 32-35	48. Test: Regional Voices
	49. Alternate Test: Regional Voices - Form A*
	50. Alternate Test: Regional Voices - Form B*
	51. Glossary and Credits

English III

Unit 6: Modernism in America	
Assignments	
1. An Introduction to Modernism in America	33. Quiz: The Crucible
2. "Aunt Imogen": Theme and Structure	34. Alternate Quiz: The Crucible - Form A*
3. "A Servant to Servants": Structure and Technique	35. Alternate Quiz: The Crucible - Form B*
4. "The Love Song of J. Alfred Prufrock": Form, Imagery, and Theme	36. "Arrangement in Black and White": Satire and Writer Purpose
5. Sara Teasdale: Lyric Poetry	37. "The Negro Artist and the Racial Mountain": Harlem Renaissance
6. "Grass": Realism and War	38. Project: Web Quest: The Life and Art of Zora Neale Hurston
7. Project: Analyzing Themes of Loss and Isolation in Modernist Poetry	39. Quiz: Harlem Renaissance
8. Quiz: Modernism and Realism	40. Alternate Quiz: Harlem Renaissance- Form A*
9. Alternate Quiz: Modernism and Realism - Form A*	41. Alternate Quiz: Harlem Renaissance- Form B*
10. Alternate Quiz: Modernism and Realism - Form B*	42. Their Eyes Were Watching God: Figurative Language
11. Modernism in the 1920s	43. Their Eyes Were Watching God: Setting
12. "Hills Like White Elephants": Analysis	44. Their Eyes Were Watching God: Literary Elements
13. Project: Literary Analysis of "Hills Like White Elephants."	45. Their Eyes Were Watching God: Themes
14. Project: Narrative Essay	46. Their Eyes Were Watching God: Language and Imagery
15. Project: Revision of a Student Piece	47. Project: Essay: Searching for Love and Self in Their Eyes Were Watching God
16. Our Town: Universality in Literature	48. "If Black English Isn't a Language, Then Tell Me What Is?": Language Structure
17. Our Town: Inference - Act I	49. Project: Essay with Textual Evidence - Slide Show Presentation
18. Our Town: Set and Characters - Act II	50. Quiz: Their Eyes Were Watching God
19. Our Town: Set, Tone, Theme - Act III	51. Alternate Quiz: Their Eyes Were Watching God- Form A*
20. Project: Our Town: Presenting an Argument	52. Alternate Quiz: Their Eyes Were Watching God- Form B*
21. Quiz: Modernism	53. Special Project*
22. Alternate Quiz: Modernism - Form A*	54. Review
23. Alternate Quiz: Modernism - Form B*	55. Test: Modernism in America
24. The Crucible: Hysteria and Propaganda	56. Alternate Test: Modernism in America - Form A*
25. The Crucible: Setting - Act I	57. Alternate Test: Modernism in America - Form B*
26. The Crucible: Characterization - Act II	58. Glossary and Credits
27. The Crucible: Themes - Act III	
28. The Crucible: Symbolism - Act IV	
29. The Crucible: Truth in Fiction	
30. The Crucible: Character Analysis	
31. The Crucible: Historical Context	
32. Project: Argument Essay - John Proctor*	

Unit 7: POST-WORLD WAR II		
Assignments		
English III	1. The Literary Scene in Post - World War II America	20. Alternate Quiz: Theme, Archetype, and Interpretation - Form A*
	2. "The Petrified Man": Southern Gothic and Language	21. Alternate Quiz: Theme, Archetype, and Interpretation - Form B*
	3. "A Good Man is Hard to Find": Drawing Inferences and Word Meaning	22. "Sestina": Analyzing Form and Meaning
	4. Quiz: Southern Gothic	23. "The Problem that Has No Name": Women and Cultural Context
	5. Alternate Quiz: Southern Gothic - Form A*	24. "Mirror": Analysis
	6. Alternate Quiz: Southern Gothic - Form B*	25. Project: "The Quilt of a Country": Slideshow Presentation
	7. John F. Kennedy's Inaugural Address: Analysis	26. Project: College and Career Research and Presentation
	8. "For the Union Dead": Poetic Devices	27. Writing Conventions: American Standard English
	9. "The Man Who Was Almost a Man": Literary Elements	28. Quiz: Analysis of Post WWII Writing
	10. Quiz: Kennedy, Lowell, and Wright	29. Alternate Quiz: Analysis of Post WWII Writing - Form A*
	11. Alternate Quiz: Kennedy, Lowell, and Wright - Form A*	30. Alternate Quiz: Analysis of Post WWII Writing - Form B*
	12. Alternate Quiz: Kennedy, Lowell, and Wright - Form B*	31. Special Project*
	13. "The Lonesome Death of Hattie Carroll": Meaning of Lyrics	32. Review
	14. "Over S.E. Asia": Theme of War	33. Test: Post-World War II
	15. "Poem": Interpretation	34. Alternate Test: Post- World War II - Form A*
	16. "Let Sleeping Dogs Lie": Analyzing Satire as a Tool of Criticism	35. Alternate Test: Post- World War II - Form B*
	17. Message and Media	36. Glossary and Credits
	18. "Attack the Water": Archetypes and Structure	
	19. Quiz: Theme, Archetype, and Interpretation	

Unit 8: Semester Review and Exam		
Assignments		
English III	1. Review	3. Alternate Exam: English III Semester II - Form A*
	2. Exam: English III Semester II	

Unit 9: Final Exam		
Assignments		
English III	1. Exam: English III Final	2. Alternate Exam: English III Final - Form A*