

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**ENGLISH 32**  
**AMERICAN CULTURAL STUDIES**

Board of Education Approved 05/22/2007

## **ENGLISH 32**

### **Statement of Purpose**

This course is designed to examine and explore our individual and collective American identities, past, present, and future, through various American texts. The goal of the course is to put texts – print texts, cultural artifacts, film, and art “in dialogue” with one another so that the students develop a more sophisticated way of reading texts, themselves, our culture, and their world. In using supplemental texts with core texts, students will be able to see how ideas can be illuminated, challenged, and qualified. By putting texts in dialogue with one another, the complexity of the American experience - how and why individuals are shaped socially, politically, and culturally - is portrayed.

### **Audience**

11<sup>th</sup> grade students

### **Prerequisites**

Successful completion of 10<sup>th</sup> grade English and teacher recommendation

### **Design and Description**

In this course, students read American literature and consider how both the texts and they, as readers, have been shaped by the American experience. Students explore the American experience as it is represented in major works of literature. They consider works that are mainstream and those from diverse cultures within the country. Students will use strategies of inquiry, collaboration, and analysis to interpret and evaluate in increasingly sophisticated ways as readers and writers, and will synthesize their thinking into new ideas. This course focuses on deepening students’ personal responses to texts by adding reading strategies of considering the perspectives offered by history and culture to their repertoire. Students write a broad range of expository and inventive formal pieces.

### **Course Goals**

Students will learn to:

- demonstrate the ability to read texts, both print and visual, closely for implicit ideas.
- create higher-level analytical questions to analyze a text.
- become comfortable with and eventually embrace ambiguity.
- understand the ways in which an individual is simultaneously shaped by the culture as well as empowered to shape that culture.
- examine foundational ideas of the American experience and explore the complexities, ambiguities, and tensions in those ideas.
- examine how language and images affect their perceptions of American culture.
- demonstrate through discussion, reading, writing, and reflection the ability to consider various perspectives.
- recognize that literary texts are products of cultures.
- write in various styles (analytical, creative, narrative, and exploratory) as a way to deepen their thinking and accomplish various purposes.

- identify and question their own assumptions about the American experience and the assumptions evident in the texts they study.
- use writing and reading as a means of exploring and broadening their thinking and developing their voice.
- use supplemental texts to broaden, challenge, or qualify interpretations of core texts.
- practice thoughtful revision as a way of deepening their thinking and expressing themselves with greater insight and clarity.

### **Course Objectives**

Students will be able to:

- recognize that there is an American culture which directly influences our individual and collective identities.
- recognize ways in which they are personally shaped by their culture.
- demonstrate an understanding of the ways in which we are all shaped by our culture.
- articulate characteristic values and beliefs that are considered integral to the American experience.
- build a foundational knowledge base of American culture and historical influences.
- analyze texts (written and visual) to examine foundational ideas of the American experience and begin to explore the complexities, ambiguities, and tensions in those ideas.
- juxtapose various texts (visual, written, cultural artifacts) that demonstrate the paradoxical nature of American culture.
- generate provocative questions that capture and explore the complexity of American culture.
- read, discuss, and respond in writing to texts that demonstrate multiple perspectives within diverse American cultures.
- develop close-reading skills in order to see complexity of the American experience in various texts – print and visual.
- draw from multiple responses to texts to create a unified piece of writing that examines an idea about American culture.
- practice effective organization in writing an extended definition essay or producing an extended definition in a visual format with accompanying written analysis.
- read, discuss, and write about texts that illustrate and/or challenge the promise of the Utopian vision – the role of the individual in the community and endless possibilities for everyone.
- analyze and compare texts from various time periods, cultures, and perspectives in order to understand the complexity of the American dream.
- compare diverse and personal definitions of the “American Dream” to ideas and images of the dominant culture.
- closely analyze how writers, particularly essayists and journalists, craft language for a meaningful purpose.

- practice reading texts from multiple perspectives in order to more fully understand the pluralism of the American experience.
- demonstrate knowledge of elements of an effective proposal.
- identify a problem in American society that they want to solve.
- organize their thinking into an effective proposal which addresses that problem.
- write a literary analysis paper which using a specific text in order to explore many of the core ideas of the course.
- effectively incorporate quoted material into writing.
- practice using the conventions of MLA citations.
- recognize and question cultural assumptions found in texts.
- recognize and question their own assumptions.
- identify, discuss, analyze, and record in writing the ways in which cultural assumptions in texts challenge their own assumptions.
- use historic context to deepen their understanding of core texts.
- analyze how images in media create and perpetuate ideas that have become perceived reality.
- through readings and discussion, explore the idea of classifying people and groups as “Other.”
- discuss and write about how labels such as “mainstream,” “majority,” and “minority” perpetuate notions about “others” and reinforce dominant power structures.
- consider differing viewpoints offered by various supplemental texts as the read a core text.
- analyze their own written responses to determine how texts and classroom experiences have deepened, challenged, or changed their thinking about a cultural assumption.
- use writing to engage in the process of metacognition as they explain their process of thinking about an issue as they read texts, respond to those texts in writing, and discuss those texts as they collaborate in class.
- explore the inherent tension between individual desires and societal needs.
- reevaluate commonly held beliefs about the nature of individuality and conformity in order to see one’s self and cultural forces more honestly.
- read and discuss texts in order to trace how American notions of individuality have developed.
- interpret a literary text using biographical, historical, and cultural information.
- identify and analyze the discrepancies between what we claim to value and what value in practice, both on an individual level and on a societal level.
- analyze model narratives for author’s use of literary devices such as metaphor, sensory images, concrete detail, dialogue, and scene.
- write a personal narrative to illustrate how ideas studied in the unit are relevant to personal experience and identity.
- analyze model creative pieces to acquire a basic vocabulary of terms to use when discussing creative writing.
- write a creative/inventive piece (poem, fiction, or drama) which uses figurative language to express their own sense of individuality.

- through discussion and writing, demonstrate awareness that individuals come from a complex cultural experience.
- use critical thinking skills to identify and analyze contemporary societal issues of concern.
- draw upon ideas and texts from the prior units in order to reconceptualize identity – both individual and collective.
- analyze model speeches for rhetorical strategies such as syntax, diction, imagery, rhythm, pace, and repetition.
- imagine and articulate through writing and discussion what they, as individuals, might contribute to American society.
- write and deliver a speech to an audience, effectively using rhetoric, body language, and voice.
- demonstrate an understanding of ways in which they can become empowered to shape their culture.

### **Skill Objectives**

Students will:

- review punctuation, capitalization, from K-10 Grammar continuum, as needed.
- review pronoun use from K-10 Grammar Continuum as needed.
- recognize, punctuate, and use adverbial connectives.
- use the conventions of MLA citations.
- review punctuating simple, compound, and complex sentences appropriately.
- revise for sentence variety.
- avoid sentence sprawl.
- revise for redundancy and wordiness.
- recognize and avoid over-generalizations, platitudes, clichés, and jargon.

### **English Standards**

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

#### **Students explore multiple responses to literature.**

Students will develop and defend multiple responses to literature using individual connections and relevant text references.

#### **Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

Students will discuss how the experiences of a reader influence the interpretation of a text.

Students will interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

***Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.***

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.

Students will revise texts for organization, elaboration, fluency and clarity.

***Applying English Language Conventions - Students apply the conventions of Standard English in oral and written communication.***

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### **Information and Technology Standards - to be added**

#### **Essential Questions**

- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

#### **Focus Questions**

- What is American culture? What makes it unique?
- What is a culture? How is culture formed?
- How is America a living paradox – both great and flawed? How is it both a land of opportunity, a land of illusion?
- How are we shaped by our culture? What images, historical documents, myths, advertisements, and film affect our identity?
- How is our image perceived in various parts and the world and why?
- What is the American dream?
- How might the American Dream be paradoxical? Mythical?

- How is the notion of the Utopian Society, as envisioned by early settlers, still a part of American identity?
- How do present notions about the American Dream affect our identities and the choices we make— individually and collectively?
- What are the myths and realities of the American Dream? How and why are they formed?
- Is the American Dream available to everyone?
- How does the ability to see multiple perspectives help to create a healthy democracy?
- How does equality, or lack of it, affect freedom, justice, success, and opportunity for American people?
- How do images and language construct, reflect, and distort ideas and realities in American culture?
- How is power present in defining core American beliefs? Are these beliefs the same for everyone?
- How are stereotypes (gender, socio-economic status, religion, race/ethnicity, sexual orientation, and/or age) perpetuated through cultural images, ideas, and words?
- How are success, opportunity, justice, equality, and freedom typically defined? What are the implications and tensions in that definition?
- Do all Americans have access to success, opportunity, justice, equality, and freedom as expressed in the traditional definition?
- How are present notions of success, opportunity, justice, equality, and freedom tied to the historical perceptions of the American Dream?
- What is “the common good,” and how does it come to be defined?
- To what extent must an individual reconcile personal desires with societal needs by adjusting, redefining, and/or sacrificing his or her wants?
- What does it mean to be an individual in American society?
- To what degree does free will shape an individual’s identity and how much of our identity is a product of society?
- How can one truly be an individual as well as a constructive member of a community?
- How do unit texts reflect the “real” and/or “perceived” images of individuality in America culture?
- How can an individual genuinely influence the larger society?
- When is it necessary for an individual to dissent in order to create a healthier American society?
- When is it necessary for an individual to conform in order to create a healthier American society?
- What is progress? How is it typically defined? How should it be defined?
- What are the most pressing problems facing the United States today? What cultural factors led to the creation of these problems? What cultural strengths can lead to genuine solutions?
- How do you, as an individual, contribute to America's troubles? What individual qualities do you possess to help contribute solving America's problems?

- How can literacy and critical thinking be effective tools for progress for this country?
- As we create new visions for our own and our nation's future, what changes do we need to imagine in order to create healthy and sustainable America?



# **UNITS OF STUDY**

## **1. What is American Culture?**

### **English Standards**

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

Students will discuss how the experiences of a reader influence the interpretation of a text.

### **Essential Question**

- How does literature enrich our lives?

### **Focus Questions**

- What is American culture? What makes it unique?
- What is a culture? How is culture formed?
- How is America a living paradox – both great and flawed? How is it both a land of opportunity, a land of illusion?
- How are we shaped by our culture? What images, historical documents, myths, advertisements, and film affect our identity?
- How is our image perceived in various parts and the world and why?

### **Core Topics**

- Defining the American culture
- Recognizing personal relationships with that culture

### **Unit Objectives**

Students will be able to:

- recognize that there is an American culture which directly influences our individual and collective identities.
- recognize ways in which they are personally shaped by their culture.
- demonstrate an understanding of the ways in which we are all shaped by our culture.
- articulate characteristic values and beliefs that are considered integral to the American experience.
- build a foundational knowledge base of American culture and historical influences.

- analyze texts (written and visual) to examine foundational ideas of the American experience and begin to explore the complexities, ambiguities, and tensions in those ideas.
- juxtapose various texts (visual, written, cultural artifacts) that demonstrate the paradoxical nature of American culture.
- generate provocative questions that capture and explore the complexity of American culture.
- read, discuss, and respond in writing to texts that demonstrate multiple perspectives within diverse American cultures.
- develop close-reading skills in order to see complexity of the American experience in various texts – print and visual.
- draw from multiple responses to texts to create a unified piece of writing that examines an idea about American culture.
- practice effective organization in writing an extended definition essay or producing an extended definition in a visual format with accompanying written analysis.

### **Skill Objective**

Students will:

- review punctuation, capitalization, from K-10 Grammar continuum, as needed.

### **Assessment**

Extended Definition Exercise: Essay or visual project with accompanying visual analysis

### **Pacing**

3 weeks

## **2. The Evolution of the American Dream - Utopian Origins to the Present**

### **English Standards**

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students explore multiple responses to literature.**

Students will develop and defend multiple responses to literature using individual connections and relevant text references.

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

Students will interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will revise texts for organization, elaboration, fluency and clarity.

*Applying English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### **Essential Questions**

- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### **Focus Questions**

- What is the American dream?
- How might the American Dream be paradoxical? Mythical?
- How is the notion of the Utopian Society, as envisioned by early settlers, still a part of American identity?
- How do present notions about the American Dream affect our identities and the choices we make– individually and collectively?
- What are the myths and realities of the American Dream? How and why are they formed?
- Is the American Dream available to everyone?

### **Core Topic**

- The American Dream

### **Unit Objectives**

Students will be able to:

- read, discuss, and write about texts that illustrate and/or challenge the promise of the Utopian vision – the role of the individual in the community and endless possibilities for everyone.
- analyze and compare texts from various time periods, cultures, and perspectives in order to understand the complexity of the American dream.
- compare diverse and personal definitions of the “American Dream” to ideas and images of the dominant culture.
- closely analyze how writers, particularly essayists and journalists, craft language for a meaningful purpose.
- practice reading texts from multiple perspectives in order to more fully understand the pluralism of the American experience.
- demonstrate knowledge of elements of an effective proposal.
- identify a problem in American society that they want to solve.
- organize their thinking into an effective proposal which addresses that problem.
- write a literary analysis paper which using a specific text in order to explore many of the core ideas of the course.
- effectively incorporate quoted material into writing.
- practice using the conventions of MLA citations.

### **Skill Objectives**

Students will:

- review pronoun use from K-10 Grammar Continuum as needed.
- recognize, punctuate, and use adverbial connectives.
- use the conventions of MLA citations.

### **Assessments**

- Proposal/Editorial
- Literary Analysis Essay

**Pacing**  
7 – 8 weeks

### **3. Rethinking Cultural Assumptions**

#### **English Standards**

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students explore multiple responses to literature.**

Students will develop and defend multiple responses to literature using individual connections and relevant text references.

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

Students will interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will revise texts for organization, elaboration, fluency and clarity.

*Applying English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

#### **Essential Questions**

- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### **Focus Questions**

- How does the ability to see multiple perspectives help to create a healthy democracy?
- How does equality, or lack of it, affect freedom, justice, success, and opportunity for American people?
- How do images and language construct, reflect, and distort ideas and realities in American culture?
- How is power present in defining core American beliefs? Are these beliefs the same for everyone?
- How are stereotypes (gender, socio-economic status, religion, race/ethnicity, sexual orientation, and/or age) perpetuated through cultural images, ideas, and words?
- How are success, opportunity, justice, equality, and freedom typically defined? What are the implications and tensions in that definition?
- Do all Americans have access to success, opportunity, justice, equality, and freedom as expressed in the traditional definition?
- How are present notions of success, opportunity, justice, equality, and freedom tied to the historical perceptions of the American Dream?

### **Unit Objectives**

Students will be able to:

- recognize and question cultural assumptions found in texts.
- recognize and question their own assumptions.
- identify, discuss, analyze, and record in writing the ways in which cultural assumptions in texts challenge their own assumptions.
- use historic context to deepen their understanding of core texts.
- analyze how images in media create and perpetuate ideas that have become perceived reality.
- through readings and discussion, explore the idea of classifying people and groups as “Other.”
- discuss and write about how labels such as “mainstream,” “majority,” and “minority” perpetuate notions about “others” and reinforce dominant power structures.
- consider differing viewpoints offered by various supplemental texts as they read a core text.
- analyze their own written responses to determine how texts and classroom experiences have deepened, challenged, or changed their thinking about a cultural assumption.
- use writing to engage in the process of metacognition as they explain their process of thinking about an issue as they read texts, respond to those texts in writing, and discuss those texts as they collaborate in class.

### **Skill Objectives**

Students will:

- review punctuating simple, compound, and complex sentences appropriately.
- revise for sentence variety.
- avoid sentence sprawl.

**Assessment**

- Exploration of an Idea: The Metacognitive Essay

**Pacing**

7 – 8 weeks



## **4. An American Conflict: Pursuing Individuality and Contributing to the Common Good**

### **English Standards**

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students explore multiple responses to literature.**

Students will develop and defend multiple responses to literature using individual connections and relevant text references.

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

Students will interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will revise texts for organization, elaboration, fluency and clarity.

### **Essential Questions**

- How does literature enrich our lives?
- How do we write, speak and present effectively?

### **Focus Questions**

- What is “the common good,” and how does it come to be defined?
- To what extent must an individual reconcile personal desires with societal needs by adjusting, redefining, and/or sacrificing his or her wants?
- What does it mean to be an individual in American society?
- To what degree does free will shape an individual's identity and how much of our identity is a product of society?

- How can one truly be an individual as well as a constructive member of a community?
- How do unit texts reflect the “real” and/or “perceived” images of individuality in America culture?
- How can an individual genuinely influence the larger society?
- When is it necessary for an individual to dissent in order to create a healthier American society?
- When is it necessary for an individual to conform in order to create a healthier American society?

### **Core Topic**

- Individuality and the common good

### **Unit Objectives**

Students will be able to:

- explore the inherent tension between individual desires and societal needs.
- reevaluate commonly held beliefs about the nature of individuality and conformity in order to see one’s self and cultural forces more honestly.
- read and discuss texts in order to trace how American notions of individuality have developed.
- interpret a literary text using biographical, historical, and cultural information.
- identify and analyze the discrepancies between what we claim to value and what value in practice, both on an individual level and on a societal level.
- analyze model narratives for author’s use of literary devices such as metaphor, sensory images, concrete detail, dialogue, and scene.
- write a personal narrative to illustrate how ideas studied in the unit are relevant to personal experience and identity.
- analyze model creative pieces to acquire a basic vocabulary of terms to use when discussing creative writing.
- write a creative/inventive piece (poem, fiction, or drama) which uses figurative language to express their own sense of individuality.

### **Skill Objective**

Students will:

- revise for redundancy and wordiness.

### **Assessment**

- Personal Narrative
- Original poem/s, short story, dramatic scene

### **Pacing**

7 – 8 weeks

## **5. Re-envisioning Progress, Building the America of the Future**

### **English Standards**

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**Students explore multiple responses to literature.**

Students will develop and defend multiple responses to literature using individual connections and relevant text references.

**Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.**

Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.

Students will interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will revise texts for organization, elaboration, fluency and clarity.

*Applying English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

Students will recognize the difference between Standard and nonstandard English and use language appropriately.

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

### **Essential Questions**

- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### **Focus Questions**

- What is progress? How is it typically defined? How should it be defined?
- What are the most pressing problems facing the United States today? What cultural factors led to the creation of these problems? What cultural strengths can lead to genuine solutions?
- How do you, as an individual, contribute to America's troubles? What individual qualities do you possess to help contribute solving America's problems?
- How can literacy and critical thinking be effective tools for progress for this country?
- As we create new visions for our own and our nation's future, what changes do we need to imagine in order to create healthy and sustainable America?

### **Core Topic**

- Building the America of the future

### **Unit Objectives**

Students will be able to:

- through discussion and writing, demonstrate awareness that individuals come from a complex cultural experience.
- use critical thinking skills to identify and analyze contemporary societal issues of concern.
- draw upon ideas and texts from the prior units in order to reconceptualize identity – both individual and collective.
- analyze model speeches for rhetorical strategies such as syntax, diction, imagery, rhythm, pace, and repetition.
- imagine and articulate through writing and discussion what they, as individuals, might contribute to American society.
- write and deliver a speech to an audience, effectively using rhetoric, body language, and voice.
- demonstrate an understanding of ways in which they can become empowered to shape their culture.

### **Skill Objective**

Students will:

- recognize and avoid over-generalizations, platitudes, clichés, and jargon.

### **Assessments**

- Speech
- Narrative Reflection

### **Pacing**

7 – 8 weeks

**Texts such as:**

**Unit 1**

- Literary essays, speeches, and historical documents which define American culture from a variety of perspectives (e.g. “Declaration of Independence”, JFK’s inaugural address,
- Cultural artifacts (e.g. dollar bill, flag, military medals)
- American art
- Contemporary advertisements
- Contemporary magazines or newspaper articles such as *Newsweek’s* “Defining America”
- Satirical works such as political cartoons applicable television shows
- *The Merchants of Cool*

**Unit 2**

- Any two of the following texts:  
*The Crucible*  
*Death of a Salesman*  
*Of Mice and Men*  
*Fences*  
*The Great Gatsby*  
*Do the Right Thing* (film)
- Selected speeches by historic figures such as MLK
- Selected poems by authors such as Langston Hughes
- Selected essays by authors such as Anna Quindlen

**Unit 3**

Any one of the following texts:

- *Death of a Salesman*
- *Pudd’nhead Wilson*
- *Montana, 1948*
- *A Streetcar Named Desire*
- *Smoke Signals* (film)

A variety of short stories, poems, essays, and speeches that will challenge students’ own cultural assumptions

**Unit 4**

- Any two of the following:  
*The Catcher in the Rye*  
*The Things They Carried*  
*The Adventures of Huckleberry Finn*  
*Montana, 1948*
- Any one of the following visual texts:  
*The Merchants of Cool* (Documentary)  
*Dear America: Letter Home from Vietnam* (Documentary)  
*Smoke Signals* (film)
- Model narratives, poems, and short stories thematically linked to the unit

**Unit 5**

- One of the following novels:

*The Adventures of Huckleberry Finn*  
*The Catcher in the Rye*

- “Resistance to Civil Government” (“Civil Disobedience”) by Henry David Thoreau
- Model speeches thematically linked to the unit