Capital High School

English 2

Syllabus: 2022-2023

Ms. Rummel

“Literature is where I go to explore the highest and lowest places in human society and in the human spirit, where I hope to find not absolute truth but the truth of the tale, of the imagination and of the heart” --Salman Rushdie. Over the course of this year, we will focus on the study of literature from different cultures.

**This syllabus is subject to change.**

* **Unit 1 Q1—Short Story Unit: How has my history as a reader affected my attitude toward reading today?**
* “Harrison Bergeron” by Kurt Vonnegut Jr
* “A Wife’s Story” by Ursula K. Leguin
* “The Lottery” by Shirley Jackson
* “What of This Goldfish Would You Wish?” by Gary Shteyngart
* “Superman and Me” by Sherman Alexie
* From “Narrative of the Life of Frederick Douglas” by Frederick Douglas
* Assorted short stories and close reads
* Significant Assessment: Guided narrative essay/autobiographical writing
* **Unit 2 Q2 *The Book Thief*: What are the advantages of teaching the experiences of the Holocaust through fictional and non-fictional texts? How do authors convey the beauty and brutality of human experience?**
* Essential Question: How do we best teach the Holocaust to ensure it doesn’t happen again?
* Related Readings:
  + - Holocaust poetry
    - “The Tenth Man” by Ida Frank
    - “One Word of Truth” by Aleksander Solzhenitsyn
    - *One Survivor Remembers* film documentary
    - Significant Writings: Guided/Scaffolded Research Paper; Literary Analysis
    - Oral Assessment: Debate
    - Timed Argumentative Writing
    - Close read
* **Unit 3 Q3 Building Bridges: Exposure to new situations inspires new ideas about self and the world. Identity is forged through interactions with both communities of belonging and communities of exclusion. What do I do when my values are at odds with the values of other people in my community?**
* Related Readings:
  + Jim Crow
  + “Strange Fruit” by Billie Holiday
  + “A Change is Gonna Come” by Sam Cooke
  + “The Hill We Climb” by Amanda Gorman
  + “I Have a Dream” by Martin Luther King Jr.
  + “Letter from Birmingham Jail” by Martin Luther King Jr.
  + Speech by Josephine Baker at the March on Washington
* Classroom Novel: *To Kill a Mockingbird* by Harper Lee and film (1962)
* Significant Writing: Analysis of Rhetorical Devices, Micro-theme Prolusion (literary analysis)
* Oral Assessment: Poetry presentations
* Argumentative Timed Write
* Close read
* **Unit 4 S1 and S2 The Nature of Relationships: Film and Drama (This unit is divided between semester 1 and 2)**
  + Essential Question: How is language used in drama and film? How do authors and directors use visual elements to convey relationships?
  + Related Readings:
    - From *The Twelfth Night* by William Shakespeare
    - From *Macbeth* by William Shakespeare
    - From *Much Ado about Nothing* by William Shakespeare
    - From *Midsummer’s Night Dream* by William Shakespeare
    - From *Julius Caesar* by William Shakespeare
* Significant Writing: Movie/Play Review; Anatomy of a Scene; Literary Analysis
* Oral Assessment: Dramatic reading
* **Unit 5 Q4 Indian Education for All: What types of knowledge do we value and why?**
* **Related Readings:**
* From *Fools Crow* by James Welch (Chps 23-24 and Chps 34-36)
* From *Love Medicine,* chp “Love Medicine” (242-257)by Louise Erdrich
* “An Indian Father’s Plea” by Robert Lake Medicine Grizzlybear
* *The West* (episode 6) “I Will Fight No More” Ken Burns
* “Surrender at Bear Paw Mountain” Chief Joseph
* Native American poetry/oral stories
* Significant writing: PoV letter; Argumentative essay; rhetorical analysis of speech
* Oral Assessment: Group presentations

**District rationales for novels can be found here:**

<https://helenaschools.org/departments/curriculum-and-instruction/english/>