Capital High School

Honors 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: Human Experience: Changes in time, place, and technology can influence both the production and reception of war literature.**

* Essential Question: How is the holocaust presented? What is the best way to present the holocaust?
* Related Readings:
  + - Holocaust poetry
    - “The Tenth Man” by Ida Frank
    - “One Word of Truth” by Aleksander Solzhenitsyn
    - *The Book Thief* Markus Zusak
    - *One Survivor Remembers* film documentary
    - Significant Writings: Guided/Scaffolded Research Paper
    - Oral Assessment: Summer Reading Project Presentations
    - Oral Assessment: Class Debate
    - Significant Writing: Argumentative Timed Write
* **Unit 2 Q2 Cultures in Conflict** 
  + Essential Question: How might our worldviews color the way we read literature?
  + Related Readings:
    - “Prayer to the Masks” by Leopold Sedar Senghor
    - *Things Fall Apart* by Chinua Achebe
    - “The Second Coming” by William Butler Yeats
    - From *Macbeth* by William Shakespeare
    - From *Twelfth Night* by William Shakespeare
    - From *Julius Caesar* by William Shakespeare
    - From *Much Ado About Nothing* by William Shakespeare
  + Significant Writing: Literary Analysis Essay
  + Oral Assessments: Graded Discussions
* **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.**
* Essential Question: Outsiders and Insiders--which one am I? Who am I in relation to place? How much does the place I’m from influence my identity?
* Related Readings:
  + Jim Crow Laws
  + “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.
* Classroom Novel: *To Kill a Mockingbird* by Harper Lee and film (1962)
* Significant Writing: Analysis of Rhetorical Devices, Micro-theme Prolusion (literary analysis)
* Significant Writing: Movie/Play Review; Anatomy of a Scene; Literary Analysis
* **Unit 4 Q4 Identity and Belonging: Literature is a record of individuals in a specific time and place** 
  + Essential Question: What is identity? What role does culture play in shaping identity?
  + Related Readings:
    - “What is Cultural Identity?”
    - “Ethnic Hash” by Patricia Williams
    - “Legal Alien” by Pat Mora
    - “By Any Other Name” by Sanrtha Rama Rau
    - “When Words Collide” by Pico Iyers
    - “Everyday Use” by Alice Walker
    - “Two Ways to Belong to America” by Bharati Mukherjee
    - “Multi-culturalism Explained in One Word: HAPA” by Kristin Lee
  + **Classroom Novel:** *The Joy Luck Club* and clips from the film
* Significant Writings: Argumentative Timed Write
* Significant Writing: Reflective Essay/Vignette
* **Unit 5 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 6 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

**\*If time allows, units 5 and 6 may be taught in their entirety at the end of the year OR parts of those units may be used to develop additional skills and concepts in units for S1 and S2.**

**District rationales for novels can be found here:** <https://helenaschools.org/departments/curriculum-and-instruction/english/>