

URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE

SUBJECT:	Language Arts	
COURSE TITLE:	Survey of American Literature	
GRADE LEVEL:	Grades 10, 11, 12	Elective
PREREQUISITES:	Language and Literature	One Credit/One Semester

COURSE DESCRIPTION:

Survey of American Literature is designed for all students and includes the use of American short stories, poetry, essays, and drama in order to study how American authors affected and recorded events in our country.

EDUCATIONAL PURPOSE:

The objective of Survey of American Literature is to acquaint the student with literature written by Americans from the 17th century to the present with stress on how selected American authors have influenced and reflected all facets of American life by means of all the genre.

LEARNING OUTCOMES:

In order that our students may achieve the maximum benefit from their talents and abilities, the students of language arts should be able to . . .

- Read, comprehend, analyze, and use written materials for a variety of purposes.
- Read, comprehend, interpret, and appreciate various forms of significant literature.
- Write to effectively communicate for a variety of purposes and audiences.
- Seek and apply effective study techniques.
- Listen actively for a variety of purposes.
- View and respond critically to a variety of media.
- Use and interpret effectively verbal and nonverbal language.
- Communicate in ways that show respect for self and for others.
- Appreciate the language arts as an important part of work and leisure.
- Use effectively technology to learn and to communicate.



LEARNING OBJECTIVES FOR SURVEY OF AMERICAN LITERATURE:

- I. Reading/Literature - The students in Survey of American Literature should be able to . . .
 - A. Document interpretations of a work by specific passages from that work.
 - B. Recognize works and styles of specific American authors and account for the author's place in American literature.
 - C. Recognize and explain literary devices.
 - D. Express their ideas about various pieces of literature both orally and in writing.
 - E. Compare in writing the differences between writings of the Puritans and the Planters.
 - F. Gain understanding of the important features of Puritanism, especially the idea of grace, the view of America as divinely appointed, and the use of the plain style.
 - G. Contrast the literary and philosophical ideals of the Enlightenment with those of the Puritans.
 - H. Identify the content and historical significance of Henry's "Speech to the Virginia Convention," Paine's "The Crisis, Number 1," and the *Declaration of Independence*.
 - I. Recognize the rhetorical elements in the writing of Franklin, Henry, Jefferson, Paine, and Wheatley.
 - J. Recognize the use of the American scene as a setting for fiction by Cooper and Irving.
 - K. Express knowledge of specific Romantic motifs in the works of Irving, Cooper, Bryant, and Poe: emphasis on imagination the sense of nature as vast and mysterious, and heightened awareness of change and growth.
 - L. Demonstrate knowledge of Poe's theory of the short story and poetry.
 - M. Compare and contrast the Fireside Poets through their subject matter and language styles.
 - N. Recognize the Puritan elements of Emily Dickinson and her original use of the English language.
 - O. Recognize the comic style of Mark Twain and his contribution to the development of the vernacular style.
 - P. Discuss the local color movement, particularly in the writings of Mark Twain and Bret Harte.
 - Q. Gain an insight into the literary methods of Willa Cather and Jack London: how certain explicit themes or statements are described by details, how and to what extent Cather's stories are realistic and London's naturalistic.

- II. Writing - The students in Survey of American Literature should be able to . . .
 - A. Document interpretations of a work by specific passages from that work.
 - B. Explain how the works of specific American authors have affected and/or reflected American thought.
 - C. Recognize and explain literary devices.
 - D. Express their ideas about various pieces of literature both orally and in writing.
 - E. Compare in writing the differences between writings of the Puritans and the Planters.
 - F. Gain understanding of the important features of Puritanism, especially the idea of grace, the view of America as divinely appointed, and the use of the plain style.
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 - I. Recognize the use of the American scene as a setting for fiction by Cooper and



- Irving.
- J. Express knowledge of specific Romantic motifs in the works of Irving, Cooper, Bryant, and Poe: emphasis on imagination the sense of nature as vast and mysterious, and heightened awareness of change and growth.
- K. Demonstrate knowledge of Poe's theory of the short story and poetry.
- L. Describe the main principles of transcendentalism as illustrated by Emerson and Thoreau, especially their stress on individualism.
- M. Demonstrate a knowledge of the criticism of transcendentalism by Hawthorne and Melville.
- N. Compare and contrast the Fireside Poets through their subject matter and language styles.
- O. Recognize the Puritan elements of Emily Dickinson and her original use of the English language.

III. Study Skills - The students in Survey of American Literature should be able to . . .

- A. Recognize works and styles of specific American authors and account for the author's place in American literature.
- B. Compare in writing the differences between writings of the Puritans and the Planters.
- C. Identify the content and historical significance of Henry's "Speech to the Virginia Convention," Paine's "The Crisis, Number 1," and the *Declaration of Independence*.
- D. Express knowledge of specific Romantic motifs in the works of Irving, Cooper, Bryant, and Poe: emphasis on imagination the sense of nature as vast and mysterious, and heightened awareness of change and growth.
- E. Demonstrate knowledge of Poe's theory of the short story and poetry.
- F. Recognize the Puritan elements of Emily Dickinson and her original use of the English language.
- G. Gain an insight into the literary methods of Willa Cather and Jack London: how certain explicit themes or statements are described by details, how and to what extent Cather's stories are realistic and London's naturalistic.

IV. Listening and Viewing - The students in Survey of American Literature should be able to .

- A. Recognize works and styles of specific American authors and account for the author's place in American literature.
- B. Gain understanding of the important features of Puritanism, especially the idea of grace, the view of America as divinely appointed, and the use of the plain style.
- C. Identify the content and historical significance of Henry's "Speech to the Virginia Convention," Paine's "The Crisis, Number 1," and the *Declaration of Independence*.
- D. Recognize the rhetorical elements in the writing of Franklin, Henry, Jefferson, Paine, and Wheatley.
- E. Discuss the roles assigned to nature in the poetry of William Cullen Bryant.
- F. Recognize the use of the American scene as a setting for fiction by Cooper and Irving.
- G. Demonstrate knowledge of Poe's theory of the short story and poetry.
- H. Describe the main principles of transcendentalism as illustrated by Emerson and Thoreau, especially their stress on individualism.
- I. Demonstrate a knowledge of the criticism of transcendentalism by Hawthorne and Melville.
- J. Recognize the Puritan elements of Emily Dickinson and her original use of the English language.



- K. Recognize the comic style of Mark Twain and his contribution to the development of the vernacular style.
 - L. Discuss the local color movement, particularly in the writings of Mark Twain and Bret Harte.
- V. Verbal and Nonverbal Communication -The students in Survey of American Literature should be able to . . .
- A. Explain how the works of specific American authors have affected and/or reflected American thought.
 - B. Discuss the relationship between a literary work and their own concerns.
 - C. Recognize and explain literary devices.
 - D. Express their ideas about various pieces of literature both orally and in writing.
 - E. Gain understanding of the important features of Puritanism, especially the idea of grace, the view of America as divinely appointed, and the use of the plain style.
 - F. Contrast the literary and philosophical ideals of the Enlightenment with those of the Puritans.
 - G. Demonstrate knowledge of Poe’s theory of the short story and poetry.
 - H. Compare and contrast the Fireside Poets through their subject matter and language styles.
 - I. Recognize the comic style of Mark Twain and his contribution to the development of the vernacular style.
 - J. Discuss the local color movement, particularly in the writings of Mark Twain and Bret Harte.
- VI. MCNS and Equity - The students in Survey of American Literature should be able to . . .
- A. Recognize works and styles of specific American authors and account for the author’s place in American literature.
 - B. Discuss the relationship between a literary work and their own concerns.
 - C. Express their ideas about various pieces of literature both orally and in writing.
 - D. Contrast the literary and philosophical ideals of the Enlightenment with those of the Puritans.
 - E. Identify the content and historical significance of Henry’s “Speech to the Virginia Convention,” Paine’s “The Crisis, Number 1,” and the *Declaration of Independence*.
 - F. Recognize the rhetorical elements in the writing of Franklin, Henry, Jefferson, Paine, and Wheatley.
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 - H. Express knowledge of specific Romantic motifs in the works of Irving, Cooper, Bryant, and Poe: emphasis on imagination the sense of nature as vast and mysterious, and heightened awareness of change and growth.
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 - L. Recognize the comic style of Mark Twain and his contribution to the development of the vernacular style.
 - M. Discuss the local color movement, particularly in the writings of Mark Twain and Bret Harte.



- N. Gain an insight into the literary methods of Willa Cather and Jack London: how certain explicit themes or statements are described by details, how and to what extent Cather's stories are realistic and London's naturalistic.
- VII. Lifelong Learning - The students in Survey of American Literature should be able to . . .
- A. Recognize works and styles of specific American authors and account for the author's place in American literature.
 - B. Discuss the relationship between a literary work and their own concerns.
 - C. Express their ideas about various pieces of literature both orally and in writing.
 - D. Express knowledge of specific Romantic motifs in the works of Irving, Cooper, Bryant, and Poe: emphasis on imagination the sense of nature as vast and mysterious, and heightened awareness of change and growth.
 - E. Demonstrate knowledge of Poe's theory of the short story and poetry.
 - F. Describe the main principles of transcendentalism as illustrated by Emerson and Thoreau, especially their stress on individualism.
 - G. Demonstrate a knowledge of the criticism of transcendentalism by Hawthorne and Melville.
 - H. Compare and contrast the Fireside Poets through their subject matter and language styles.
 - I. Recognize the Puritan elements of Emily Dickinson and her original use of the English language.
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Strategies/Activities:

Reading
 Oral reading
 Small-group activities
 Small-group presentations
 Current computer research indexes
 Individual research
 Individual presentations
 Large-group discussion
 Films, filmstrips, recordings
 Current music and movies
 Short lectures
 Story telling

Resources:

African American Literature. Austin: Holt, Rinehart and Winston, Inc., 1992
 Crane, Milton, ed. *Fifty Great American Short Stories*. Toronto: Bantam, 1983.
 Hodgins, Francis, and Kenneth Silberman, ed. *Adventures in American Literature* (Heritage edition revised). New York: Harcourt, Brace, 1985.



King, Martin Luther, Jr. "Letter from a Birmingham Jail," 1963.

Selected Stories and Poems of Edgar Allan Poe. New York: Airmont, 1962.

Stegner, Wallace and Mary, ed. *Great American Short Stories.* New York: Dell, 1957.

Thoreau, Henry David. *Walden and "Civil Disobedience."* New York: Signet, 1980.

Films from AEA 11 and UHS Media Center:

"Plymouth Colony"

"Salem Witch Trials"

"New England - Background of Literature"

"Colonial Life - The Beginnings"

"Benjamin Franklin"

"Thomas Jefferson"

"American Lit. Revolutionary Times"

"Literature in America"

"Edgar Allan Poe"

"Fall of the House of Usher"

"The Raven"

"The Simpson's 'Raven'"

"Dr. Heidegger's Experiment" and discussion

"Bartleby" and discussion film

"Walden Pond"

"Henry David Thoreau"

"A Day with the Concord Writers"

"Mark Twain Gives an Interview"

"Mark Twain's America"

"Walt Whitman"

"Walt Whitman - Poet for a New Age"

"Carl Sandburg"

"Robert Frost"

"1776"

"Dead Poets Society"

Assessments:

Essay exams

Objective quizzes and exams

Individual and small-group performance

* Indicates a required assessment.

