



American Literature – Part 1

Michigan State High School ELA Content Expectations

Course Description

This course will increase the student's reading, writing, and communication skills. It will also familiarize students with the sweep of American literature from the early days to the present through reading a variety of prose and poetry selections and learning about important literary movements.

Text Book

The Language of Literature: American Literature. Illinois: McDougal and Littell, 2002.

Unit 1 Description

This unit will explore some beliefs of the Native Americans before European contact as well as the experiences of early Europeans and Africans in North America.

Essential Content and Skills

The learner will:

- Understand major events in the early development of North America.
 - Recognize that this period is characterized worldwide by explorations and discoveries, advances in learning, and the increased interaction of differing cultures.
 - Explore the evolution of the Native American literary tradition.
 - Identify main ideas and supporting details
 - Make connections to real life experiences
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Unit 1 Michigan State Content Expectations

[Click here to view the Michigan DOE Curriculum Content Standards.](#)

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 1: Lesson Title "The World on the Turtle's Back"

State Standard	Description
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 2: Lesson Title "Song of the Sky Loom"/"Hunting Song"

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 3: Lesson Title Coyote Stories

State Standard	Description
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.

Unit 1 Lesson 4: Lesson Title "The Man to Send Rain Clouds"

State Standard	Description
CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
CE 2.1.4	
CE 2.1.7	
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

Unit 1 Lesson 5: Lesson Title "The Way to Rainy Mountain"

State Standard	Description
CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
CE 1.3.2	
CE 1.4.2	
CE 1.4.5	
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
CE 2.1.7	

Course Name - Part

Michigan State Curriculum Content Standards (continued)

CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4.	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

Unit 1 Lesson 6: Lesson Title from *La Relacion*

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 7: Lesson Title from *Of Plymouth Plantation*

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 8: Lesson Title from *The Interesting Narrative of the Life of Olaudah Equiano*

State Standard	Description
CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources. Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 1.4.4	
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries. Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique. Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda. Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view). Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books). Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works. Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works. Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works. Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work. Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives. Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts. Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others
CE 2.1.7	
CE 2.1.10	
CE 2.2.1	
CE 2.3.4	
CE 3.1.1	
CE 3.1.2	
CE 3.1.3	
CE 3.1.4	
CE 3.1.5	
CE 3.1.10	
CE 3.2.2	
CE 4.1.2	

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 9: Lesson Title from *Blue Highway*

State Standard	Description
CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 10: Lesson Title" My Sojourn in the Lands of my Ancestors"

State Standard	Description
CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
CE 1.5.4	Use technology tools (e.g, word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements)
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Description

This unit will present some of the great minds that shaped the early years of this country, exploring the authors' wit, wisdom, and experience on a variety of subjects. The unit is divided into two sections to better represent the social, political, and economic upheavals of the era.

Essential Content and Skills

The learner will:

- Explore the wide variety of literary genres from Puritan writers.
- Recognize and understand important documents from the period.
- Understand and appreciate the attempt of many 18th-century writers to define America and the American spirit.
- Understand that the struggle for freedom and equality continues today.

Unit 2 Michigan State Content Expectations

[Click here to view the Michigan DOE Curriculum Content Standards.](#)

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 1: Lesson Title "To My Dear and Loving Husband"/ "Upon the Burning of Our House"

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning
CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 2: Lesson Title The Examination of Sarah Good

State Standard	Description
CE 1.3.4	Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion). From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively. Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions). Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology. Use technology tools (e.g, word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
CE 1.3.5	
CE 1.4.3	
CE 1.5.2	
CE 1.5.4	
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 3: Lesson Title from "Sinners in the Hands of an Angry God"

State Standard	Description
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 4: Lesson Title "Speech in the Virginia Convention"

State Standard	Description
CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions). Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
CE 1.4.6	
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose. Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence). Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts. Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique. Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies. Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity. Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
CE 2.1.5	
CE 2.1.6	
CE 2.1.7	
CE 2.3.1	
CE 2.3.2	
CE 3.3.2	

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 5: Lesson Title The Declaration of Independence

State Standard	Description
CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion
CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

Course Name - Part

Michigan State Curriculum Content Standards (continued)

CE 2.1.5 CE 2.1.6	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence). Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
CE 2.1.7 CE 2.1.10 CE 2.2.1 CE 2.3.4 CE 3.1.2 CE 3.1.5 CE 3.1.10	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique. Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda. Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view). Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books). Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works. Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives. Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 6: Lesson Title Letter to the Rev. Samson Occom/ Letter to John Adams

State Standard	Description
CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
CE 1.5.4	Use technology tools (e.g, word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity. Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.1	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.3	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.4	
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 7: Lesson Title "What is an American?"

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 3.1.1	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 8: Lesson Title" Lecture to a Missionary"

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
E 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 9: Lesson Title from *Stride Toward Freedom*/“Necessary to Protect Ourselves”

State Standard	Description
CE 1.3.4	Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion). From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively. Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
CE 1.3.5	
CE 1.4.3	
CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence). Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
CE 2.1.6	
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique. Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies. Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda. Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view). Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity. Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books). Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works. Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives. Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts. Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
CE 2.1.10	
CE 2.2.1	
CE 2.3.1	
CE 2.3.2	
CE 2.3.4	
CE 3.1.2	
CE 3.1.5	
CE 3.1.10	
CE 3.3.2	

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 10: Lesson Title from *I Am Joaquin*

State Standard	Description
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Description

This unit will explore some of the ideals and issues that evolved in America and elsewhere in the first half of the 19th-century. The two sections of the unit examine different aspects of the spirit of the age. Part 1 deals with celebrations of the self; Part 2 illustrates the darker side of individualism.

Essential Content and Skills

The learner will:

- Explore the development of a distinctive literary tradition in America in the early years of the 19th-century.
- Examine the darker side of Romanticism.
- Appreciate the growth of the horror story and its fascination with evil and the supernatural.

Unit 3 Michigan State Content Expectations

[Click here to view the Michigan DOE Curriculum Content Standards.](#)

Unit 3 Lesson 1: Lesson Title “The Devil and Tom Walker”

State Standard	Description
CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 2: Lesson Title from *Self-Reliance*

State Standard	Description
CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion
CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

Course Name - Part

Michigan State Curriculum Content Standards (continued)

CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 3: Lesson Title from *Civil Disobedience*

State Standard	Description
CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 4: Lesson Title from *Walden*

State Standard	Description
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 5: Lesson Title Walt Whitman; Selected Poems

State Standard	Description
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.1	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning
CE 3.2.4	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 6: Lesson Title "The Masque of the Red Death"

State Standard	Description
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.

Unit 3 Lesson 7: Lesson Title "The Raven"

State Standard	Description
CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning
CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 8: Lesson Title "The Fall of the House of Usher"

State Standard	Description
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 3.2.3	Identify how elements of dramatic literature (e.g. dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 9: Lesson Title "Dr. Heidegger's Experiment"

State Standard	Description
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning
CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 10: Lesson Title "A Rose for Emily"

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Description

This unit will explore two great conflicts that greatly affected the American character: the conflict over slavery that culminated in our nation's bloodiest war, and the conflict between white settlers moving westward and the people they would dispossess.

Essential Content and Skills

The learner will:

- Explore the realities of slavery and the terrors of the Civil War.
- Understand that the civil rights movement unfolded from the events of more than a hundred years before.
- Examine how westward expansion created a shift in focus to new problems and future challenges.
- Recognize the contributions of Mark Twain to American literature.
- Focus on the changes of post-Civil War America in the lives of Native Americans, settlers, pioneers, and women.

Unit 4 Michigan State Content Expectations

[Click here to view the Michigan DOE Curriculum Content Standards.](#)

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 1: Lesson Title *Narrative of the Life of Frederick Douglas, an American Slave*

State Standard	Description
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 4.2.1	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 2: Lesson Title "Stanzas on Freedom"/"Free Labor"

State Standard	Description
CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 3: Lesson Title "An Occurrence at Owl Creek Bridge"

State Standard	Description
CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion
CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4.	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 4: Lesson Title "A Mystery of Heroism"

State Standard	Description
CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
CE 1.5.4	Use technology tools (e.g, word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 5: Lesson Title from *Coming of Age in Mississippi*

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
CE 3.3.2.	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 6: Lesson Title "The Indian and the Hundred Cows"

State Standard	Description
CE 1.3.7	Participate collaboratively and productively in groups (e.g. response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
CE 2.1.7	
CE 2.3.1	
CE 2.3.2	
CE 3.2.4	
CE 3.2.5	
CE 3.3.2	

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 7: Lesson Title "High Horse's Courting"

State Standard	Description
CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
CE 1.5.4	Use technology tools (e.g, word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 8: Lesson Title from *The Autobiography of Mark Twain*

State Standard	Description
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others)

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 9: Lesson Title from *Life on the Mississippi*

State Standard	Description
CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 10: Lesson Title "The Notorious Jumping Frog of Calaveras County"

State Standard	Description
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

Course Name - Part

Michigan State Curriculum Content Standards (continued)
