

Topic: 1: The New World

Days: 28

Subject(s): English Language Arts

Grade(s): 11th

Know:

Understand:

Do:

- Identify emerging themes in early American literature.
- Identify and explain elements of Puritan literature.

- Understand the First Great Awakening and how it affected religious belief in Colonial America.
- Understand the role of religion in early American life.

- Compare and contrast the experiences of America's earliest settlers, as revealed through the reading material.

Topic: 1: The New World

Days: 28

Subject(s): English Language Arts

Grade(s): 11th

Which standards are students learning in this unit?

Common Core

11-12.R.L.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

11-12.R.L.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

11-12.R.I.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

11-12.W.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

11-12.S.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Topic: 2: The New Nation

Days: 22

Subject(s): English Language Arts

Grade(s): 11th

Know:

Understand:

Do:

- Identify defining themes in American literature, such as American exceptionalism.
- Identify and explain the historic and literary significance of America's founding documents.

- Compare and contrast points of view on related issues.

- Analyze how tone is established in persuasive writing.
- Analyze the use of literary elements in persuasive writing.
- Analyze the qualities of an effective argument (i.e. examine the truthfulness and validity of the argument, as well as its rhetorical devices).
- Apply knowledge of effective arguments when writing one of your own.

Topic: 2: The New Nation

Days: 22

Subject(s): English Language Arts

Grade(s): 11th

Which standards are students learning in this unit?

11-12.R.L.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

11-12.R.I.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

11-12.R.I.8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

11-12.R.I.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

11-12.W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11-12.S.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Topic: 3: Romanticism

Days: 36

Subject(s): English Language Arts

Grade(s): 11th

Know:

Understand:

Do:

- Define the major characteristics of American romanticism (e.g., use of symbols, myth, and the "fantastic"; veneration of nature, celebration of the "self", isolationism).
- Define transcendentalism as an aspect of American romanticism and explain how it differs from it.

- Trace characterization techniques in American romantic novels.

- Analyze the structure and effectiveness of arguments in transcendentalist essays studied.

Topic: 3: Romanticism

Days: 36

Subject(s): English Language Arts

Grade(s): 11th

Which standards are students learning in this unit?

11-12.R.L.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

11-12.R.L.9 - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

11-12.R.I.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

11-12.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

11-12.S.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

11-12.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

Topic: 4: Troubled Young Nation

Days: 30

Subject(s): English Language Arts

Grade(s): 11th

Know:

Understand:

Do:

- Determine and analyze the development of the theme or themes in American literature of the nineteenth century (eg. freedom, the American dream, racism, regionalism, survival, "individual vs. society", and "civilized society" vs. the wilderness).

- Compare the treatment of related themes in different genres

- Explain how characters in fiction in late nineteenth century America express the challenges facing America at the time, citing both textual evidence from both fiction and nonfiction to make the case.

Topic: 4: Troubled Young Nation

Days: 30

Subject(s): English Language Arts

Grade(s): 11th

Which standards are students learning in this unit?

11-12.R.L.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

11-12.R.I.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

11-12.W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12.S.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

11-12.L.2 - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Topic: 5: Modernism

Days: 50

Subject(s): English Language Arts

Grade(s): 11th

Know:

- Define and explain the origins of the Harlem Renaissance.
- Define and explain "The Lost Generation", noting experimental aspects of some works.

Understand:

- Note the relationship between themes in early twentieth century American literature and nineteenth century American thought.
- Analyze the relationship between modernist style and content.

Do:

- Explore the relationship between historical events and literature as they emerge in the works of Harlem Renaissance poets and authors. Identify modernist ideas (using informational text).
- Identify modernist ideas (using informational text).
- Examine evidence of the alienation of "modern man".

Topic: 5: Modernism

Days: 50

Subject(s): English Language Arts

Grade(s): 11th

Which standards are students learning in this unit?

11-12.R.L.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

11-12.R.L.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

11-12.R.I.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

11-12.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

11-12.S.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12.L.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Topic: 1: The New World

Days: 28

Subject(s): English Language Arts

Grade(s): 11th

Key Learning:

- Understand the First Great Awakening and how it affected religious belief in Colonial America.
- Understand the role of religion in early American life.



Unit Essential Question(s):

Why do people explore new worlds?



Concept:

How can you identify Puritan literature?

identify and explain early American literature theme - Puritan literature



Concept:

How does "Narrative of Captivity" influence early opinions of the Native Americans?



Concept:

What elements of "Sinners in the Hands of an Angry God" use fear as a motivator?



Lesson Essential Question(s):

Does the text "Of Plymouth Plantation" accurately portray early American life? (A)

Lesson Essential Question(s):

How does Mary Rowlandson survive her ordeal with the Native Americans? (A)

What does it mean to be held against your will - as a prisoner, a captive? (ET)



Lesson Essential Question(s):

Which similes and metaphors are most effective at striking fear into the audience? (A)

Can fear be used as a motivator? Explain. (ET)



Vocabulary:

Profane, Haughty, Execrations, Reproved, Consultation, Sundry, Relent, Discourse, Confederates, Comprised

Vocabulary:

Wearisome, Tedious, Lamentable, Entreated, Plunder, Melancholy, Decrepit, Savory, Affliction, Bewitching

Vocabulary:

Provoked, Appease, Constitution, Contrivance, Inconceivable, Omnipotent, Abhors, Abominable, Ascribed, Induce

Topic: 1: The New World

Days: 28

Subject(s): English Language Arts

Grade(s): 11th

Concept:

Does the concept of being guilty until proven innocent still exist today as it did in 1692 during "The Crucible"?



Lesson Essential Question(s):

How does the element of fear influence the plot of "The Crucible"? (A)

How does wild accusation and hysteria control characters in "The Crucible"? (A)

Do modern day "witch hunts" exist? Explain. (ET)



Vocabulary:

Additional Information:

Unit 1 - Literature can be found in the Elements of Literature textbook (5th Course).

Attached Document(s):

Vocab Report for Topic: 1: The New World

Days: 28

Subject(s): English Language Arts

Grade(s): 11th

Concept: How can you identify Puritan literature?

Profane -
Haughty -
Execrations -
Reproved -
Consultation -
Sundry -
Relent -
Discourse -
Confederates -
Comprised -

Concept: How does "Narrative of Captivity" influence early opinions of the Native Americans?

Wearisome -
Tedious -
Lamentable -
Entreated -
Plunder -
Melancholy -
Decrepit -
Savory -
Affliction -
Bewitching -

Concept: What elements of "Sinners in the Hands of an Angry God" use fear as a motivator?

Provoked -
Appease -
Constitution -
Contrivance -
Inconceivable -
Omnipotent -
Abhors -
Abominable -
Ascribed -
Induce -

Topic: 2: The New Nation

Days: 22

Subject(s): English Language Arts

Grade(s): 11th

Key Learning:

- Compare and contrast points of view on related issues.



Unit Essential Question(s): **What is unique about the founding of America?**

<p>Concept: What images from Equiano's, "Interesting Narrative of the Life of Olaudah Equiano" are most memorable or horrifying to you?</p> <p>Enlightening readers to the horrific treatment of slaves on ships bound for the shores of America.</p>	<p>Concept: What does Ben Franklin's "Autobiography" reveal about his character and beliefs?</p>	<p>Concept: How does Patrick Henry's "Speech to the Virginia Convention" affect you?</p>
--	---	---

<p>Lesson Essential Question(s): What current events reveal a similar capacity for brutishness in human nature? (A)</p>	<p>Lesson Essential Question(s): Which virtue on Franklin's list do you think is most important? least important? Why? (A)</p>	<p>Lesson Essential Question(s): What is the main idea of Henry's speech? (A)</p>
---	--	---

<p>Vocabulary: Assailant, Distraction, Alleviate, Interspersed, Commodious, Countenances, Dejection, Copious, Improvident, Moderate</p>	<p>Vocabulary: Assert, Arbitrary, Indiscreet, Abate, Itinerant, Arduous, Rectitude, Facilitate, Subsequent, Eradicate</p>	<p>Vocabulary: Solace, Insidious, Martial, Supplication, Avert, Spurned, Inviolate, Adversary, Vigilant, Inevitable</p>
---	---	---

<p>Concept: Which passages in "The Crisis, No. 1" are especially stirring?</p>	<p>Concept: What is the main idea of the Declaration of Independence?</p>
---	--

<p>Lesson Essential Question(s): What powerful emotional appeal does Paine make at the end of his essay? (A)</p>	<p>Lesson Essential Question(s): Why is this one of the most important documents, if not the most important document, in United States history? (A)</p>
--	---

<p>Vocabulary: Tyranny, Consolation, Celestial, Impious, Ravage, Relinquished, Pretense, Dominion, Eloquence, Perseverance</p>	<p>Vocabulary: Parallelism, Censures, Transient, Constrains, Expunge, Candid, Abdicated, Confiscation, Magnanimity, Renounce, Acquiesce</p>
--	---

Topic: 2: The New Nation

Days: 22

Subject(s): English Language Arts

Grade(s): 11th

Additional Information:

Unit 2 - Literature can be found in the Elements of Literature textbook (5th Course).

Attached Document(s):

Vocab Report for Topic: 2: The New Nation

Days: 22

Subject(s): English Language Arts

Grade(s): 11th

Concept: What images from Equiano's, "Interesting Narrative of the Life of Olaudah Equiano" are most memorable or horrifying to you?

Assailant -
Distraction -
Alleviate -
Interspersed -
Commodious -
Countenances -
Dejection -
Copious -
Improvident -
Moderate -

Concept: What does Ben Franklin's "Autobiography" reveal about his character and beliefs?

Assert -
Arbitrary -
Indiscreet -
Abate -
Itinerant -
Arduous -
Rectitude -
Facilitate -
Subsequent -
Eradicate -

Concept: How does Patrick Henry's "Speech to the Virginia Convention" affect you?

Solace -
Insidious -
Martial -
Supplication -
Avert -
Spurned -
Inviolate -
Adversary -
Vigilant -
Inevitable -

Concept: Which passages in "The Crisis, No. 1" are especially stirring?

Tyranny -
Consolation -
Celestial -
Impious -
Ravage -

Vocab Report for Topic: 2: The New Nation

Days: 22

Subject(s): English Language Arts

Grade(s): 11th

Relinquished -
Pretense -
Dominion -
Eloquence -
Perseverance -

Concept: What is the main idea of the Declaration of Independence?

Parallelism -
Censures -
Transient -
Constrains -
Expunge -
Candid -
Abdicated -
Confiscation -
Magnanimity -
Renounce -
Acquiesce -

Topic: 3: Romanticism

Days: 36

Subject(s): English Language Arts

Grade(s): 11th

Key Learning:

- Trace characterization techniques in American romance.
- Define the major characteristics of American romanticism (e.g., use of symbols, myth, and the "fantastic"; veneration of nature; celebration of the "self"; and isolationism).
- Define transcendentalism as an aspect of American romanticism and explain how the two differ.
- Trace characterization techniques in American romantic novels.
- Analyze the structure and effectiveness of arguments in transcendentalist essays studied.



Unit Essential Question(s): **What is American individualism?**

<p>Concept: Characterization</p> <p>Trace characterization techniques in American romance.</p>	<p>Concept: American Romanticism</p> <p>Define the major characteristics of American romanticism (e.g., use of symbols, myth, and the "fantastic"; veneration of nature; celebration of the "self"; and isolationism).</p> <p>Define transcendentalism as an aspect of American romanticism and explain how the two differ.</p> <p>Analyze the structure and effectiveness of arguments in transcendentalist essays studied.</p>	<p>Concept: American Romantic Novels</p> <p>Trace characterization techniques in American romantic novels.</p>
<p>Lesson Essential Question(s): What characterization techniques are used by authors of American romance? (A)</p>	<p>Lesson Essential Question(s): What are the major characteristics of American romanticism? (A)</p> <p>What is transcendentalism and how does it differ from American romanticism? (A)</p>	<p>Lesson Essential Question(s): What characterization techniques are used by authors of American romantic novels? (A)</p>
<p>Vocabulary: Alliteration Anaphora Assonance Consonance Individualism Lyric poetry Manifest destiny Metonymy Noble savage Paradox Romanticism Synecdoche Transcendentalism Verbal irony</p>	<p>Vocabulary: Alliteration Anaphora Assonance Consonance Individualism Lyric poetry Manifest destiny Metonymy Noble savage Paradox Romanticism Synecdoche Transcendentalism Verbal irony</p>	<p>Vocabulary: Alliteration Anaphora Assonance Consonance Individualism Lyric poetry Manifest destiny Metonymy Noble savage Paradox Romanticism Synecdoche Transcendentalism Verbal irony</p>

Topic: 3: Romanticism

Days: 36

Subject(s): English Language Arts

Grade(s): 11th

Additional Information:

Attached Document(s):

Vocab Report for Topic: 3: Romanticism

Days: 36

Subject(s): English Language Arts

Grade(s): 11th

Concept: Characterization

Alliteration
Anaphora
Assonance
Consonance
Individualism
Lyric poetry
Manifest destiny
Metonymy
Noble savage
Paradox
Romanticism
Synecdoche
Transcendentalism
Verbal irony -

Concept: American Romanticism

Alliteration
Anaphora
Assonance
Consonance
Individualism
Lyric poetry
Manifest destiny
Metonymy
Noble savage
Paradox
Romanticism
Synecdoche
Transcendentalism
Verbal irony -

Concept: American Romantic Novels

Alliteration
Anaphora
Assonance
Consonance
Individualism
Lyric poetry
Manifest destiny
Metonymy
Noble savage
Paradox
Romanticism
Synecdoche

Vocab Report for Topic: 3: Romanticism

Days: 36

Subject(s): English Language Arts

Grade(s): 11th

Transcendentalism

Verbal irony -

Topic: 4: Troubled Young Nation

Days: 30

Subject(s): English Language Arts

Grade(s): 11th

Key Learning:

- Determine and analyze the development of the theme or themes in American literature of the nineteenth century (e.g., freedom, the American dream, racism, regionalism, survival, "individual vs. society," and "civilized society" vs. the wilderness).
- Compare the treatment of related themes in different genres.
- Explain how fictional characters in late nineteenth-century America express the challenges facing America at the time, citing textual evidence from both fiction and nonfiction to make the case.



Unit Essential Question(s):

What is an American?



Concept:

Themes in American Literature

Determine and analyze the development of the theme or themes in American literature of the nineteenth century (e.g., freedom, the American dream, racism, regionalism, survival, "individual vs. society," and "civilized society" vs. the wilderness).

Concept:

Themes across Genres

Compare the treatment of related themes in different genres.

Concept:

Troubled Young Nation

Explain how fictional characters in late nineteenth-century America express the challenges facing America at the time, citing textual evidence from both fiction and nonfiction to make the case.



Lesson Essential Question(s):

How is theme in American literature developed? (A)

Lesson Essential Question(s):

How is theme treated across different genres? (A)

Lesson Essential Question(s):

How do fictional characters in late nineteenth-century American fiction and nonfiction express the challenges facing America at the time? (A)



Vocabulary:

Abolition
American Dream
Assimilation
Autobiography
Biography
Determinism
"Melting pot"
Mood
Naturalism
Realism
Regionalism
Satire

Vocabulary:

Abolition
American Dream
Assimilation
Autobiography
Biography
Determinism
"Melting pot"
Mood
Naturalism
Realism
Regionalism
Satire

Vocabulary:

Abolition
American Dream
Assimilation
Autobiography
Biography
Determinism
"Melting pot"
Mood
Naturalism
Realism
Regionalism
Satire

Additional Information:

Attached Document(s):

Vocab Report for Topic: 4: Troubled Young Nation

Days: 30

Subject(s): English Language Arts

Grade(s): 11th

Concept: Themes in American Literature

Abolition
American Dream
Assimilation
Autobiography
Biography
Determinism
"Melting pot"
Mood
Naturalism
Realism
Regionalism
Satire -

Concept: Themes across Genres

Abolition
American Dream
Assimilation
Autobiography
Biography
Determinism
"Melting pot"
Mood
Naturalism
Realism
Regionalism
Satire -

Concept: Troubled Young Nation

Abolition
American Dream
Assimilation
Autobiography
Biography
Determinism
"Melting pot"
Mood
Naturalism
Realism
Regionalism
Satire -

Topic: 5: Modernism

Days: 50

Subject(s): English Language Arts

Grade(s): 11th

Key Learning:

- Analyze the relationship between modernist style and content.
- Define and explain the origins of the Harlem Renaissance.
- Explore the relationship between historical events and literature as they emerge in the works of Harlem Renaissance poets and authors.
- Define and explain the Lost Generation, noting experimental aspects of some works.
- Note the relationship between themes in early twentieth-century American literature and nineteenth-century American thought.
- Identify modernist ideas (using the informational texts).
- Analyze the relationship between modernist style and content. Examine evidence of the alienation of "modern man."



Unit Essential Question(s):

How did modernization result in isolation and disillusionment in the early American twentieth century?









Topic: 5: Modernism

Days: 50

Subject(s): English Language Arts

Grade(s): 11th

<p>Concept: Modernist Style and Content</p> <p>Analyze the relationship between modernist style and content.</p>	<p>Concept: Harlem Renaissance</p> <p>Define and explain the origins of the Harlem Renaissance. Explore the relationship between historical events and literature as they emerge in the works of Harlem Renaissance poets and authors.</p>	<p>Concept: Lost Generation</p> <p>Define and explain the Lost Generation, noting experimental aspects of some works.</p>
		
<p>Lesson Essential Question(s):</p> <ul style="list-style-type: none"> What is the relationship between modernist style and content? <p>(A)</p>	<p>Lesson Essential Question(s):</p> <p>What are the origins of the Harlem Renaissance? (A)</p> <p>What is the relationship between historical events and literature as they emerge in the works of Harlem Renaissance poets and authors? (A)</p>	<p>Lesson Essential Question(s):</p> <p>What is the Lost Generation? (A)</p> <p>What works exist from the Lost Generation? (A)</p>
		
<p>Vocabulary:</p> <p>Alienation American modernism Dialect Disillusionment Flashback Foreshadowing "Great migration" HarlemRenaissance Industrialization Interior monologue The Lost Generation Motif Stream of consciousness Villanelle</p>	<p>Vocabulary:</p> <p>Alienation American modernism Dialect Disillusionment Flashback Foreshadowing "Great migration" HarlemRenaissance Industrialization Interior monologue The Lost Generation Motif Stream of consciousness Villanelle</p>	<p>Vocabulary:</p> <p>Alienation American modernism Dialect Disillusionment Flashback Foreshadowing "Great migration" HarlemRenaissance Industrialization Interior monologue The Lost Generation Motif Stream of consciousness Villanelle</p>

Topic: 5: Modernism

Days: 50

Subject(s): English Language Arts

Grade(s): 11th

<p>Concept: 20th Century American Literature vs 19th Century American Thought</p> <p>Note the relationship between themes in early twentieth century American literature and nineteenth century American thought.</p>	<p>Concept: Modernist Ideas</p> <p>Identify modernist ideas (using the informational texts).</p> <p>Analyze the relationship between modernist style and content.</p> <p>Examine evidence of the alienation of "modern man."</p>
--	---



<p>Lesson Essential Question(s):</p> <ul style="list-style-type: none"> What is relationship between themes in early twentieth century American literature and nineteenth century American thought? <p>(A)</p>	<p>Lesson Essential Question(s):</p> <p>What are modernist ideas? (A)</p> <p>What is the relationship between modernist style and content? (A)</p> <p>What evidence of the alienation of "modern man" exists? (A)</p>
--	--



<p>Vocabulary: Alienation American modernism Dialect Disillusionment Flashback Foreshadowing "Great migration" HarlemRenaissance Industrialization Interior monologue The Lost Generation Motif Stream of consciousness Villanelle</p>	<p>Vocabulary: Alienation American modernism Dialect Disillusionment Flashback Foreshadowing "Great migration" HarlemRenaissance Industrialization Interior monologue The Lost Generation Motif Stream of consciousness Villanelle</p>
---	---

Additional Information:

Attached Document(s):

Vocab Report for Topic: 5: Modernism

Days: 50

Subject(s): English Language Arts

Grade(s): 11th

Concept: 20th Century American Literature vs 19th Century American Thought

Alienation
American modernism
Dialect
Disillusionment
Flashback
Foreshadowing
"Great migration"
HarlemRenaissance
Industrialization
Interior monologue
The Lost Generation
Motif
Stream of consciousness
Villanelle -

Concept: Modernist Style and Content

Alienation
American modernism
Dialect
Disillusionment
Flashback
Foreshadowing
"Great migration"
HarlemRenaissance
Industrialization
Interior monologue
The Lost Generation
Motif
Stream of consciousness
Villanelle -

Concept: Harlem Renaissance

Alienation
American modernism
Dialect
Disillusionment
Flashback
Foreshadowing
"Great migration"
HarlemRenaissance
Industrialization
Interior monologue
The Lost Generation
Motif

Vocab Report for Topic: 5: Modernism

Days: 50

Subject(s): English Language Arts

Grade(s): 11th

Stream of consciousness
Villanelle -

Concept: Lost Generation

Alienation
American modernism
Dialect
Disillusionment
Flashback
Foreshadowing
"Great migration"
HarlemRenaissance
Industrialization
Interior monologue
The Lost Generation
Motif
Stream of consciousness
Villanelle -

Concept: Modernist Ideas

Alienation
American modernism
Dialect
Disillusionment
Flashback
Foreshadowing
"Great migration"
HarlemRenaissance
Industrialization
Interior monologue
The Lost Generation
Motif
Stream of consciousness
Villanelle -