ENGLISH IV: BRITISH LITERATURE AND COMPOSITION
GRADE 12

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
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Program Description

Students enrolled in Grades 9-12 in The Ewing Public Schools are required to take four years of English Language Arts. The English curriculum requires that students work toward College and Career Readiness with the support and guidance of a highly-qualified teaching staff and English classes are tiered so the skills necessary for students to be successful beyond high school progress from English I through English IV in a structured way. The three goals for our secondary English program are the following: 1) to help students read and comprehend grade level texts independently, 2) to assist students with text-based thinking and writing and 3) to empower students with a love of reading.

Within all English courses, students read fictional works of literature and informational texts, often considering how one text supports or refutes another; a thematic approach to reading and writing allows students to make these connections. Students write daily; the purpose of student writing is for them to inform, argue, analyze, express or entertain an audience. They work to make sense of literature or information by continually reading, thinking and discussing big ideas. Students read and write daily, sometimes with teacher support, often independently.

Scope and Sequence for Units of Study:

Specific pacing information is included within each unit of study for Grades 9-12.
Unit 1: Connecting British Literature (Anglo-Saxon Era through the Eighteenth Century) to Contemporary Society (Pacing: 15 Days; some are embedded within Unit 2)

Why Is This Unit Important?

In order to fully understand a work of literature, one must be familiar with the historical, social, political and religious context in which it was written. It is also imperative that one read classic works of literature from other cultures and work to make connections between such works, contemporary society and modern day issues. Throughout this unit of study, students will read classic works of British literature while learning about the historical facts and societal issues that impacted each work at the time it was written. Further, students will work to connect specific works from varying time periods in British history to contemporary works and/or societal issues. The literary periods discussed during this unit of study are:

Required Periods:

- The Anglo-Saxon Period: A.D. 449-1066 (16 days)
- The Medieval Period: 1066-1485 (18 days)
- The Renaissance: 1485-1660 (16 days)
- The Restoration and the Eighteenth Century: 1660-1798 (9 days)

If Time Permits:

- The Romantic Age: 1798-1832 (3 days)
- The Victorian Age: 1832-1900 (3 days)
- The Modern and Postmodern Periods: 1900-Present (5 days)

The Big Ideas embedded throughout this unit of study are:

- To fully understand a literary work, it is imperative that one is familiar with the historical, social, political and religious context in which it was written.
- Modern literary works have been inspired by classical stories and modern poems reflect themes commonly seen in classical poetry.
- Although it mirrors a culture different from the reader’s, British literature still maintains the literary elements and structure familiar to and respected by American readers.
- Classic writers of the “great books” (i.e., Chaucer, Shakespeare, Austen, Conrad, Kafka, Swift, etc.) included themes that are still important and applicable in today’s modern world.

Enduring Understandings:

- The historical, social, political and religious occurrences in a society impact the literature and artistic works of that society in that particular time period.
- Many classical works were written centuries ago yet continue to influence modern fiction, poetry and prose.
- American and British cultures differ, but the literary works created in each share commonalities and can be appreciated regardless of cultural differences.
- Classic works of literature such as those identified by Mortimer Adler as “the Great Books” included themes that are applicable to contemporary society.
Essential Questions:

- Why is it important to reflect upon an historical time period by analyzing the writings of that time period? What does a work of fiction or of nonfiction tell about a particular place and time?
- What impact do cultural influences have on an author’s work?
- How is gender constructed in works of literature?
- How does an understanding of universal themes in the literature of all cultures help one to better understand oneself and the world around him or her?
- What do works of literature say about fate and free will?
- What were the social mores of medieval England and how do they reveal themselves in literary works such as The Canterbury Tales?
- How and why are the “big ideas” of literature repeated through the centuries?
- How do poetic devices help support meaning in a text?
- What makes for effective satire? What is its purpose in society today?

Acquired Knowledge:

- One must approach a work of literature with a historical, social and cultural eye to fully understand the purpose and theme of the work.
- The English language has developed over time, so it is important to understand the language of a culture when reading a literary work written or set in a particular time period.
- Differentiating between historical truths and legendary misinformation is essential when reading a text or discussing an historical legend.
- There are parallels between historical and cultural practices of times past and the modern era.
- Reading works of literature is an active process that requires one to read carefully, analyze thoughtfully, infer beyond the text and constantly revise thoughts and predictions based upon what is presented in the text.
- It is imperative that a reader infer beyond the text to identify key themes, tones, symbols, motifs, events and ideas from selected works of literature.
- The poetic devices of caesura, kenning and alliteration were utilized in Anglo-Saxon poetry; each had a specific function and a distinct impact on poetry.
- Dramatic literature and satire have consistently been used as cultural forces.
- Literature has always been used to convey philosophical ideas and the ideas portrayed in philosophical texts can be related to and discussed in the context of past society as well as in contemporary society.
- The characters and themes presented throughout history (i.e., Beowulf) can connect to modern day people, issues, and/or lessons.
- The works of William Shakespeare undoubtedly continue to influence contemporary society.

Acquired Skills:

- Explain how the historical context in which a work was written influenced the work.
- Identify, explain and analyze an author’s purpose, especially when considered within the historical and social context of the time period.
• Connect literature of an historical era to the significant events of that era and explain the connection between specific historical events and specific works of literature.
• Differentiate between fact and legend when comparing a work of literature to an historical subject or event (i.e., Arthurian legend).
• Trace shifts in English language development.
• Evaluate, classify and analyze the use of stock, stereotypical and archetypal characters and narrative frame in character development.
• Identify and analyze characteristics of an epic.
• Define hero, villain and anti-hero using the information obtained through the study of the epic hero cycle and compare classical heroes, villains and anti-heroes with those from contemporary literature and society.
• Analyze, interpret and annotate poetry according to structure and form and analyze poetic devices used in works such as Beowulf, “The Seafarer” and “Rime of the Ancient Mariner”.
• Identify, analyze and interpret satire and satirical aspects of texts.
• Identify and analyze sonnets including Shakespearean, Petrarchan and Spenserian.
• Identify modern examples of Shakespeare’s influence and thoroughly explain the connection.
• Identify, analyze and interpret a work of Gothic literature.
• Analyze and annotate ballads.
• Identify and explain the impact that diction, detail, syntax, point of view, narrative structure, literary devices (i.e., rhyme scheme, metaphor, extended metaphor, alliteration, etc.) and tone have on a particular work of literature.
• Engage in close reading for symbols, metaphorical language and motifs.

**Benchmark and Major Assessments:**

• Tests and quizzes included written responses to open-ended questions
• Web Quests available online (i.e., focused on a particular text, a literary element such as satire, or an era such as Renaissance)
• Graphic Organizer and Written Response, e.g., literary analysis of theme across works within a common literary era (benchmark)
• Text-based essay writing:
  - Compare and contrast excerpts from “Morte d’Arthur” to “Sir Gawain and the Green Knight” focusing on characters, theme and literary style
  - Compare and contrast a character from literary work (i.e., Beowulf, Grendel) to a contemporary hero
  - Compare and contrast Grendel to the creature from Frankenstein, Dracula and Dr. Jekyll and Mr. Hyde
  - Write a persuasive letter taking a stand on why Chaucer should not be eliminated from the English curriculum; produce a protest poster as accompaniment
  - Compose a position paper and present an oral argument on a particular stance on a given issue connected to the themes presented throughout the literature reviewed in this unit
• Letter Writing (i.e., compose a letter from King Hrothgar requesting Beowulf’s assistance)
• Journal Writing (i.e., character journals, reflection journals)
• Compose a tabloid article adhering to the characteristics and requirements of parody and satire
• Text transformation (i.e., rewrite the soliloquy from Macbeth in different literary genres or different spoken dialects)
• Compose original riddles or kennings

**Instructional Materials (Chronological Study):**

**The Anglo-Saxon Period (A.D. 449-1066):**

This unit will allow students to utilize various kinds of texts as well as the students’ own personal experiences in order to connect the contemporary ideas of heroism, villainy and anti-heroism with the traditional epic hero cycle. The teacher will provide appropriate background information on *Beowulf* in terms of history, literary devices and the influence of the concept of heroism and in doing so, the student will be expected to analyze and question the traditional Anglo-Saxon view of heroism while at the same time examining their own thoughts and assuming multiple perspectives within myriad texts. Students will ultimately demonstrate an ability to connect traditional views of the epic hero and compare them to more contemporary views of heroism.

|---|---|---|
| • From *Beowulf* (required text) translated by Burton Raffel  
• “The Seafarer” translated by Burton Raffel | • From *Beowulf* (required text) translated by Burton Raffel  
• “The Seafarer” translated by Burton Raffel | • *Beowulf* translated by Seamus Heaney (required text)  
• *Grendel* by John Gardner |

**The Medieval Period (1066-1485):**

This unit will enable students to comprehend texts from the Middle Ages, analyze the characters and their motivations as well as the authors’ purposes in composing such texts and apply all of those elements to the modern day. Historically, King Arthur was a stately, august ruler who fought to save England from the Saxons, influenced and inspired the actions of the Knights of the Round Table and was the ruler of Camelot. He constructed Camelot based upon the elements of the chivalric code: honor, loyalty and chivalry. But, he was ultimately undone by the betrayal of those he loved the most. Arthurian material has been continually reshaped and developed, reflecting aspects of contemporary life, morality and aspirations. Students can learn much from examining the ideas people possessed then (i.e., how one should behave), which in many ways, compare to today’s shared views.

Students will then focus their study on Geoffrey Chaucer and *The Canterbury Tales*. Chaucer’s work provides an accurate cross-section of society in the Middle Ages. He provides a deeply psychological view of humanity. He authentically and realistically captures the human spirit inherent in people from all walks of life. In studying these tales and these individuals, students will be able to parallel those who lived many centuries ago with individuals students are familiar with in their everyday lives.
### The Renaissance (1485-1660):

England was slow to participate in the European Renaissance that started in Italy during the fourteenth century. By mid-sixteenth century, many individuals of talent approached Queen Elizabeth for a place on her court either to contribute what they could to government, to distinguish themselves artistically, or both. English poetry began to experience this renaissance first, but the greatest and most distinctive achievement of Elizabethan literature was the drama. The sonnets of Shakespeare, Petrarch and Spenser, as well as Shakespeare’s plays challenge students with difficult language and style, express profound knowledge of human behavior, desires, fears and longings and offer insight into the world around us. In Shakespeare we find the great themes of life: ambition, love, hatred, fear, revenge and joy. And his stories have remained central to our understanding of what it means to be human. Through his characters’ experiences, students will be able to find truths that resonate in their own contemporary society. Shakespeare feeds the imagination and holds up a mirror to an individual’s own power to change him- or herself and the world in which they live. Shakespeare was also an outstanding observer and communicator of human character. Many of those characters have become immortal in the sense that they capture universal types; students today continue to identify with them and with their struggles. It is this very connection that students will make as they study the different types of sonnets, both classical and contemporary and Shakespeare’s *Macbeth.*

|---|---|---|
| • From *The Canterbury Tales*  
  “The Prologue” by Geoffrey Chaucer (required text)  
• From *The Canterbury Tales*  
  “The Pardoner’s Tale” by Geoffrey Chaucer (required text)  
• From *Sir Gawain and the Green Knight* translated by Marie Borroff  
• From *Morte d’Arthur* by Sir Thomas Malory | • “The Prologue to The Canterbury Tales” translated by Neville Coghill (required text)  
• From “The Pardoner’s Tale” (required text)  
• From *Sir Gawain and the Green Knight* translated by Burton Raffel  
• From *Le Morte D’Arthur* by Sir Thomas Malory | • *Sir Gawain and the Green Knight* translated by Burton Raffel  
• *Everyman: A Moral Play* (anonymous) |

|---|---|---|
| • Spenserian, Shakespearian and Petrarchan sonnets  
  *The Tragedy of Macbeth* by William Shakespeare (required text)  
• “A Valediction: Forbidding Mourning” by John Donne  
• “To His Coy Mistress” by Andrew Marvell | • Spenserian, Shakespearian and Petrarchan sonnets  
• *Macbeth* by William Shakespeare (required text)  
• “A Valediction: Forbidding Mourning” by John Donne  
• “To His Coy Mistress” by Andrew Marvell | • Works by William Shakespeare  
  o Hamlet  
  o King Lear  
  o Othello  
  o Richard III  
  o Twelfth Night |
The Restoration and Eighteenth Century (1660-1798):

This unit will introduce students to literature of a time of amazing expansion for England, when England became a world power. A sense of new, expanding possibilities—as well as modern problems—transformed the daily life of the British people and offered them fresh ways of thinking about their relations to nature and to each other. Hence, literature had to adapt to circumstances for which there was no precedent. The topics contained in the literature of the Restoration and 18th century reflected and commented upon alterations that have helped to shape today’s world. Neoclassicist literature paralleled a period of conscious self-awareness; people looked at themselves and kept asking “Am I playing my role correctly?” This is no different than today’s teenagers attempting to define themselves and their roles in society and in the world at large. At the same time, new social fluidity meant that genres like the newspaper and the periodical, the novel, satires, ballads and theater also found widespread audiences. At the same time, as the era was an era of the Great Plague, the Great Fire and tremendous scientific advances, Gothic literature created feelings of gloom, mystery, terror, suspense and fear and it sought to explore humanity’s darker side and arouse questions in mankind about good versus evil, the role of the supernatural, the experiences of fear and terror and others, all universal themes that have been explored directly and indirectly in previously studied literature.

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<tr>
<td>• From “A Journal of the Plague Year” by Daniel Defoe</td>
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<td>• Frankenstein by Mary Shelley</td>
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<td>• “On My First Son” by Ben Jonson</td>
<td>• A Modest Proposal by Jonathan Swift</td>
<td>• A Modest Proposal by Jonathan Swift</td>
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<td>• From “The Diary” by Samuel Pepys</td>
<td>• From “The Diary of Samuel Pepys”</td>
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<td>• “New Beginning” by Tracy Chapman (song)</td>
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<td>• “Introduction to Frankenstein”</td>
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The Romantic Age (1798-1832):

British Romantic writers responded to the climate of their times. There was a new-found interest in the trials and dreams of the common people and their desire for radical change. There was a deep attachment to nature and to a pure, simple past that was in response to the misery and ugliness born of industrialization. For the Romantics, the faith in science and reason that characterized the eighteenth-century no longer applied in a world of tyranny and factories. The Romantic Movement took its name from its interest in the medieval romances of myth, adventure and passion and the movement affected not only literature but also all other arts such as music and painting. The Romantics viewed nature as a wild, free force that could inspire poets to instinctive spiritual understanding. And although poetry was the dominant literary form during the Romantic Age, many significant prose works also appeared mainly in the form of essays and novels.
The Victorian Age (1832-1900):

During the sixty-four years of Queen Victoria’s reign, from 1837 to 1901, Britain’s booming economy and rapid expansion encouraged great optimism. Factory towns grew into large cities as Britain became the world leader in manufacturing. This spurred the growth of two important classes—an industrial working class and a modern middle class. When Victorian writers confronted these social and technological changes, a literary movement called Realism was born. The literature of this movement focused on ordinary people facing day-to-day problems of life, an emphasis that reflected the trend toward democracy and the growing middle-class audience for literature. A related movement, Naturalism, sought to put the spirit of scientific observation to literary use; Naturalists wrote in gritty detail, often with an aim at social reform. The Victorian period was dominated by an abundance of poetry, drama, fiction and prose.

The Modern and Postmodern Periods (1900-Present):

Modernism, with its commitment to creating new forms, was perhaps the most important artistic movement of the twentieth century. Many Modernists used images such as symbols, leading to indirect, evocative work. They often presented experiences in fragments, rather than as a coherent whole. The Postmodern period in English literature refers to the time from 1965 to the present. In literature, as in other aspects of British life, women have been highly visible and productive in recent decades. Throughout both the Modern and Postmodern periods, writers have experimented with dialogue, sequencing and the relationships between literature and reality.
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<td>• “Journey of the Magi” by T.S. Eliot</td>
<td>• From A Portrait of an Artist as a Young Man by James Joyce</td>
<td>• Portrait of an Artist as a Young Man by James Joyce</td>
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<td>• “The Diameter of a Bomb” by Yehuda Amichai</td>
<td>• “Dead Men’s Path” by Chinua Achebe</td>
<td>• Metamorphosis by Franz Kafka</td>
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<td>• “The Soldier” by Rupert Brooke</td>
<td>• “When You Are Old” by William Butler Yeats</td>
<td>• Brave New World by Aldous Huxley</td>
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<td>• “Wartime Speech” by Sir Winston Churchill</td>
<td>• “Telephone Conversation” by Wole Soyinka</td>
<td>• Cry the Beloved Country by Alan Paton</td>
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<td>• “Defending Nonviolent Resistance” by Mohandas K. Gandhi</td>
<td>• “You’ve Ruined My Evening/You’ve Ruined My Life” by Tom Raworth</td>
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<td>• “Follower” by Seamus Heaney</td>
<td>• “University Days” by Tom Raworth</td>
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<td>• “The Rights We Enjoy, the Duties We Owe” by Tony Blair</td>
<td>• “Pygmalion” by Bernard Shaw</td>
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<td>• “The Lady in the Looking Glass: A Reflection” by Virginia Woolf</td>
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<td>• “A Devoted Son” by Anita Desai</td>
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Much of the description highlighted here is from Timeless Voices, Timeless Themes: The British Experience (Prentice Hall, 2002).

Interdisciplinary Connections:

- All of the units included in this study of British literature will connect to European history. One objective of this study is to look at literature through an historical lens, so the cross-content reading and writing is embedded.
- Studying the technological advances that have influenced British society and ultimately the world would be an interesting way to include scientific study within the units presented here.
- When studying British historical time periods (i.e., the Renaissance), the arts can be presented to show a visual representation of a particular event, time period, etc.

Technology Connections:

- Many of the classic works presented in this unit of study are available on Google Books (some to preview, some full text)
- Audio recordings of many of the works are available
- District databases specifically focusing on the time periods discussed in English IV
- Teacher resources:
  - Websites such as Web English Teacher (https://www.varsitytutors.com/englishteacher) and Read Write Think (www.readwritethink.org) provide lesson plans and instructional materials not only focused on the works in this unit, but also on the literary time periods, authors, literary devices, etc.
  - “Geoffrey Chaucer Hath a Blog” at http://houseoffame.blogspot.com/:
    - Internet research on Shakespeare’s background
  - Shakespeare’s Life:
    - http://www.online-literature.com/Shakespeare
Globe Theater:
  - http://www.bardweb.net/globe.html
Elizabethan Society and Era:
Historical Sources/Information for Macbeth:
  - http://www.bbc.co.uk/history/historic_figures/macbeth.shtml

Web Quests:

Film excerpts can be used to supplement instruction and to provide a visual representation for students:
  - Film “First Knight” (Columbia Pictures Corporation, 1995)
  - Macbeth
  - Mary Shelley’s Frankenstein

Songs:
  - “New Beginnings” by Tracey Chapman (Eighteenth Century Literature)
  - “Rime of the Ancient Mariner” by Iron Maiden
  - “Wake Up” by Alanis Morissette (compare to Lady Macbeth)

Accommodations and Modifications:

- Utilizing graphic organizers while reading will assist student in focusing on what the teacher feels is key information. Dependent readers often struggle with what is “important,” so providing a graphic organizer helps them to focus. Differentiating graphic organizers holds all students accountable for extrapolating key information from a text but provides flexibility for the teacher, allowing him/her to meet the diverse needs of students within a classroom.
- Many of the suggested readings and required titles are available on audio CD or eBook download. Providing such resources allows auditory learners the ability to learn within their preferred learning style. It is important to note that an audio recording is not intended to replace reading the work, rather it is an additional support for students.
- Video versions of literature read in class (i.e., Frankenstein) can be used to support struggling readers or to help students learn the strategy of visualization when reading. It is important to note that a video is not intended to replace reading the work, rather it an additional support for students.
- Teachers can adopt and utilize different versions of the same text and can differentiate the reading materials to meet students’ need.
- Differentiated class assignments will help to meet the needs of various learners.

List of Applicable Common Core State Standards for English Language Arts:

- Reading Standards for Literature: RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.7, RL.11-12.9, RL.11-12.10

- Reading Standards for Informational Texts: RL.11-12.1, RL.11-12.2, RL.11-12.4, RL.11-12.8, RL.11-12.10
- Writing Standards: WS.11-12.1a, WS.11-12.1b, WS.11-12.1c, WS.11-12.1d, WS.11-12.1e, WS.11-12.2a, WS.11-12.2b, WS.11-12.2c, WS.11-12.2d, WS.11-12.2e, WS.11-12.2f, WS.11-12.4, WS.11-12.5, WS.11-12.7, WS.11-12.8, WS.11-12.9a, WS.11-12.10

Benchmark Assessment:

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<th>Examples including Literary Techniques and Elements Supporting Theme #1:</th>
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Unit 2: Research Simulation Tasks, Literary Analysis Tasks and Writing Across Multiple Sources (Pacing: 15 Days; some are embedded within Unit 1)

Why Is This Unit Important?

Writing a research essay or literary analysis is often a daunting task for students. By dividing the researching and writing processes into easy to complete steps and providing detailed information to help complete each step, this unit will make writing a response to a research simulation task (RST) or literary analysis task (LAT) a less intimidating task and will prepare students for the kinds of writing they will be expected to complete independently as they further their education past high school. The Big Ideas embedded in this unit include:

- In order for students to take ownership of knowledge, they must learn to synthesize and rework raw information, use the most significant and relevant details and facts to analyze a topic or literary work and write a logical, detailed and thoughtful essay.
- A clearly written thesis statement will convey the main idea of an essay or research paper.
- Details extrapolated from both primary and secondary sources and from different kinds of sources (i.e., books, newspapers, videos, radio addresses, speeches, internet resources, etc.) must be used to support a thesis statement; synthesis of information from a variety of sources is key.
- Providing parenthetical citations for newly acquired information obtained through research is necessary to avoid the accusation of plagiarism.
- A works cited page is required to provide a source list when a research paper is completed.
- The writing process is a fundamental skill applicable to all levels of formal education and an imperative skill to apply in the professional world.
- The ability to integrate information while at the same time coherently expressing, supporting and proving a point of view is vital in the real world.
- A research simulation task (RST) requires that students synthesize information across informational sources and respond to a text-based question using evidence from multiple sources. A literary analysis task (LAT) requires the same cross-source writing, but it involves works of fiction rather than works of information.
- The main idea of an entire RST or LAT must be summarized in one sentence; this is called the thesis statement. The remainder of the research paper must provide support for this statement.
- Primary sources (i.e., speech, interview) differ from secondary sources (i.e., biography, book, informational video) in that primary sources were created during the time under study while secondary sources interpret or analyze primary sources. Each has value, but each must be considered and used differently.
- Plagiarism, also known as literary theft, is defined by Merriam-Webster in the following way: to steal and pass off (the ideas or words of another) as one's own; to use (another's production) without crediting the source.
- In-text or parenthetical citations are used to credit an original writer for his or her words or thoughts. Such citations must connect to works listed on a works cited page.
- MLA and APA styles are commonly used to document sources and citations at post-secondary institutions and within the world of work.
Essential Questions:

- How does one summarize the thoughts presented in an entire research paper in only one sentence?
- What is the benefit of a primary source over a secondary source or vice versa?
- How do you utilize secondary sources to support a literary analysis?
- Do writers use personal experiences as inspiration for their writing?
- What impact does the historical and/or social context surrounding a work of literature have on the work itself?
- How is plagiarism of literary works similar to copyright infringement related to music lyrics?
- When would one use APA format instead of MLA format when writing a research paper?

Acquired Knowledge:

- The key ideas presented in an RST or LAT must clearly connect to and support the thesis statement.
- The thesis statement must be supported with the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples.
- Details to support the thesis must be synthesized from multiple print and digital sources, all of which are credible and accurate.
- Complex ideas, concepts and information must be organized so each idea builds upon that which precedes it to create a unified whole (including formatting).
- Primary and secondary sources must be used to obtain information that will help a reader to more thoroughly understand the life of a writer, the times in which an author lived and wrote and the work that a writer produced.
- The historical and social contexts surrounding a work of literature influence the meaning of the writing.
- A works cited page and note cards help a writer to organize notes and sources in order to organize the paper and avoid plagiarism.
- Precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy help the writer to manage the complexity of a subject.
- It is necessary to sustain a formal style and objective tone while managing the complexity of the research topic.
- Avoid plagiarism by following MLA or APA format for citations (i.e., parenthetical citations and a works cited page).
- The conclusion of the research essay or term paper must flow logically from the information presented or explanation provided.

Acquired Skills:

- Craft a thesis statement that identifies the main idea of the paper and is supported by all ideas and details presented in the paper.
- Utilize the most significant and relevant facts, extended definitions, concrete details, quotations and other examples to support the thesis statement.
- Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source and quote or paraphrase the information.
Differentiate between primary and secondary sources, using each kind of source appropriately, to support a literary analysis.

Synthesize information related to the life of an American author, the historical events that occurred in his/her lifetime and the social context in which he/she lived and make connections between that research and a specific work of literature written by the author.

Quote or paraphrase data and conclusions obtained through research and provide explanations in one's own wording.

Utilize note cards and a works cited page when conducting research and taking notes.

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy as an aide in managing the complexity of the writing.

Maintain a formal, objective style and tone throughout the writing.

Include parenthetical citations that connect to a works cited page, both following MLA format.

Draft a conclusion section that flows logically from the information and explanations presented in the research essay or term paper.

Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft.

**Major Assessments:**

- RSTs or LATs embedded into the reading units of study in this curriculum
- PARCC Scoring Rubric for Prose Constructed Response Items: Research Simulation Task and Literary Analysis Task (benchmark)
- Graphic organizers such as Cornell Notes, outlines, etc.
- Teacher conferences, observations and anecdotal notes

**Instructional Materials:**

- RSTs and LATs embedded into the Collections units of study
- Graphic organizers such as Cornell Note sheets or outlines
- MLA Handbook
- Citation Samples
- Self, peer and teacher revising and editing checklists
- Project-specific directions and assessment rubric, to be distributed at the beginning of a project or assignment so students are aware of expectations
- Research materials including online resources, district databases, books and videos
  - NOTE: It is recommended that English teachers involve the Media Specialist during the research process.

**Interdisciplinary Connections:**

- Research topics may ask students to connect a work of British literature to an historical time period, so the content alone lends itself to cross-curricular reading.

**Technology Connections:**

- Online resources and district databases to conduct research
- Videos to add research opportunities for visual learners
- Released RST and LAT prompts and proficient student responses from the PARCC assessment online at [https://prc.parcconline.org/assessments/parcc-released-items](https://prc.parcconline.org/assessments/parcc-released-items)
- Students can draft, revise and edit, peer review and publish within Google Drive
- Websites such as Easy Bib ([www.easybib.com](http://www.easybib.com)) and Works Cited for You ([www.workscited4u.com](http://www.workscited4u.com)) help students to format a works cited page by asking them to key information into blanks.
- Websites such as StudyGuide.org ([www.studyguide.org/MLAdocumentation.htm](http://www.studyguide.org/MLAdocumentation.htm)) and the Purdue Online Writing Lab ([https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/)) provide links to help students see samples of parenthetical citations as well as works cited pages.

**Accommodations or Modifications:**

- Differentiating research topic is a wonderful way to accommodate the needs of strong students and the needs of those who struggle. The RST/LAT is the benchmark assessment and the scoring guide is applied across classes, but the research process can be completed with differentiated topics across classes or between students within a class.
- Using graphic organizers such as blank outlines, note cards, or works cited organizers will help students to focus on the correct information and will ultimately help them to organize their research paper.
- Teachers can differentiate the number of works required for the analysis (i.e., one work, a novel and a poem, or a two full-length works)
- Exemplary research essays or essay templates provide support for struggling readers and writers. Providing exemplary benchmarks is a best practice that helps students to more thoroughly understand expectations and provides a model for them to use as a guide.
- Individual teacher conferences enable a teacher to provide specific feedback to students; doing so supports the struggling writer while challenging the gifted writer.

**Applicable Common Core State Standards for English Language Arts**

- Reading Standards for Literature:  RL.11-12.1, RL.11-12.3, RL.11-12.5, RL.11-12.9
- Reading Standards for Informational Texts:  RI.11-12.1, RI.11-12.2, RI.11-12.9
- Writing Standards:  WS.11-12.2a, WS.11-12.2b, WS.11-12.2c, WS.11-12.2d, WS.11-12.2e, WS.11-12.2f, WS.11-12.4, WS.11-12.5, WS.11-12.7, WS.11-12.8, WS.11-12.9a, WS.11-12.9b, WS.11-12.10
### RST or LAT Assessment Rubric (Benchmark):

<table>
<thead>
<tr>
<th></th>
<th>4-Exceeding</th>
<th>3-Meeting</th>
<th>2-Developing</th>
<th>1-Emerging</th>
<th>0-Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction, Thesis and Conclusion</strong></td>
<td>Easily identifiable, plausible, novel, sophisticated, insightful and crystal clear</td>
<td>Promising, but may be slightly unclear or lacking insight or originality</td>
<td>May be unclear (i.e., overuse of vague terms), appear unoriginal, or offer little that is new; provides little around which to structure the paper</td>
<td>Difficult to identify at all; may be a bland restatement of an obvious point</td>
<td>No identifiable or incorrect thesis</td>
</tr>
<tr>
<td><strong>Paragraph Structure and Sentence Support</strong></td>
<td>Evident, understandable, appropriate for thesis; excellent transitions; solid topic sentences, paragraphs supported</td>
<td>Generally clear and appropriate, though thoughts may wander occasionally; may have a few unclear transitions or a few paragraphs without a strong topic sentence</td>
<td>Generally unclear, often wanders or jumps around; few or weak transitions, many paragraphs may lack a topic sentence</td>
<td>Unclear, often because thesis is weak or nonexistent; transitions are confusing and unclear; few topic sentences</td>
<td>No evidence of topic sentences; no supporting statements; lacks sequencing and structure</td>
</tr>
<tr>
<td><strong>Use of Evidence (Points Earned x 2)</strong></td>
<td>Primary source information is used to buttress every point with at least one example; examples support the thesis and fit within the paragraph; excellent integration of quoted material</td>
<td>Examples are used to support most parts; some evidence does not support points or may appear where inappropriate; quotes are well integrated into sentences</td>
<td>Examples are used to support some points; points may lack supporting evidence or evidence may be used where it is not appropriate; quotes may be poorly integrated into sentences</td>
<td>Very few or weak examples; general failure to support statements or evidence seems to support no statement; quotes are not integrated into sentences and appear “plopped in” in an improper manner</td>
<td>Information is mostly inaccurate or inappropriate; there may be little or no relevance of evidence; the information says too little or too much</td>
</tr>
<tr>
<td><strong>Analysis and Commentary (Points Earned x 2)</strong></td>
<td>Author clearly relates evidence to topic sentence; analysis is fresh and exciting, posing new ways to think about the material</td>
<td>Evidence is often related to topic sentences, though links may not always be very clear</td>
<td>Quotes appear often without analysis relating them to a topic sentence, or the analysis offers nothing beyond the quote</td>
<td>Very little or very weak attempt to relate evidence to argument; may be no identifiable argument or no evidence to relate it to</td>
<td>No identifiable argument; little or no evidence presented; no quotes</td>
</tr>
<tr>
<td></td>
<td>4-Exceeding</td>
<td>3-Meeting</td>
<td>2-Developing</td>
<td>1-Emerging</td>
<td>0-Not Evident</td>
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<tr>
<td><strong>Grammar and Mechanics</strong></td>
<td>Sentence structure, grammar and diction are excellent; correct use of punctuation and citation style; very few, if any, errors in spelling, sentence structure, or punctuation</td>
<td>Sentence structure, grammar and diction are strong despite occasional lapses; punctuation and citation style are often used correctly; some minor errors in spelling, sentence structure, or punctuation</td>
<td>Minor problems in sentence structure, grammar and/or diction; errors in punctuation, citation style, and/or spelling may be evident and there may be errors in sentence structure</td>
<td>Major problems in sentence structure, grammar and diction are evident; frequent major errors in citation style, punctuation and spelling as well as sentence structure</td>
<td>Rarely uses correct spelling, punctuation, or citation style; many sentence fragments, run-ons and comma splices may be evident</td>
</tr>
</tbody>
</table>
Unit 3: Informational, Explanatory or Expository Writing (Pacing: 15 Days; some are embedded within Unit 1)

Why Is This Unit Important?

This unit will focus on the craft of informational, explanatory, expository essay writing and will help students to develop the skills needed to effectively communicate with an audience. The purpose of informational/explanatory/expository essay writing is for the writer to synthesize information from primary and secondary sources and craft an essay that serves one of three purposes: 1) to increase a reader’s knowledge of a subject, 2) to help a reader better understand a procedure or process, or 3) to provide a reader with an enhanced comprehension of a concept. The Big Ideas embedded through this unit are:

- The main idea or central focus of the essay must be clearly articulated in the thesis and that thesis must be supported with facts obtained from reliable and unbiased sources.
- Thoughts presented in the essay must be organized logically and coherently; transitions must be smooth and must occur naturally.
- A writer’s selection of words is one of the most important factors he/she must consider when writing; precision of language and use of domain-specific vocabulary are essential with informational writing.
- Strong essays must meet certain criteria (i.e., the opening and closing are evident, main idea is clearly expressed and is supported with specific details, word choice is powerful and language is skillfully used, voice is clear and powerful, sentence structure is used correctly, a consistent verb tense is maintained throughout a piece and Standard English is used effectively) to be considered proficient.
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, voice, word choice, sentence structure and the conventions of writing.

Enduring Understandings:

- A topic must be supported using the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic, all obtained from reliable and unbiased sources.
- The information must be organized so each new piece of information builds on the last, creating a unified and coherent whole.
- When drafting an informational piece, a writer must attend to task, purpose and audience and must maintain an appropriate style and tone.
- A writer’s voice and word choice must be passionate and powerful so his/her message is clearly conveyed.
- Writing is never ‘done’ and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions:

- What is the purpose of informational/explanatory/expository writing?
- What differentiates essay writing from other forms of writing (i.e., narrative, prose or poetry, memoir etc.)?
• How does a writer support his or her thoughts without repeating himself or herself? How does one use support to strengthen a work?
• What makes a source more “reliable” than another?
• Why is it important to consider audience and purpose when organizing one’s writing?
• What does the literary term voice mean? How does one include voice in his or her writing?
• Why is vivid and precise use of language so important?
• What is Standard English and why is it important to use Standard English in academic writing?

Acquired Knowledge:

• The author’s purpose with informational/explanatory/expository writing is to provide information to a reader that increases his/her knowledge, help him or her to better understand a process or procedure, or provide a reader with an enhanced understanding of a concept.
• Specific evidence must take the form of facts, statistics, quotes, or details and must be obtained from reliable, unbiased sources. The information presented must be the most significant and most relevant to the task at hand.
• Key ideas must be connected to the topic and must flow with varied transitions and syntax so major sections of the text are connected, relationships among complex ideas are clear and the writing is cohesive.
• Precise language, domain-specific wording and technical wording will help to sustain a formal objective style that is straightforward and appropriate for a reader seeking information.
• A concluding paragraph or section must flow logically from the information or explanation provided, restate the main idea and summarize key points, all without repeating what was already stated or introducing new information.

Acquired Skills:

• Create a thoughtfully-worded thesis that communicates the main idea of an informational essay.
• Support a thesis with the most significant and appropriate, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
• Evaluate sources for reliability and possible bias before deciding from which source to record information; use only reliable, credible and unbiased sources.
• Connect all key ideas to the topic and/or writing prompt utilizing transitions, thus clearly creating fluency and cohesion; each new idea must build upon those preceding it.
• Utilize precise language, domain-specific wording and technical wording (where appropriate) to communicate information in a formal, objective style and tone.
• Include compositional risks (i.e., anecdote, rhetorical question, development of mood, etc.) that create a voice appropriate to the audience and purpose.
• Draft a conclusion paragraph or section that flows logically from the information or explanation presented in the essay and effectively concludes thoughts presented in the work, all without repeating what was already stated or introducing new information.
• Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft.
Benchmark or Major Assessments:

- Expository Essay Graphic Organizer
- Unit specific research and writing prompts (benchmark)
- Teacher conference, observations and anecdotal records
- Writer’s notebook
- Self-editing, peer-editing or teacher-editing checklists

Instructional Materials:

- Text-specific prompts will be embedded into the literary era unit of study
- Graphic organizers

Interdisciplinary Connections:

- Given the literature studied in this course, students will need to write using evidence specifically related to British or world history.
- Contemporary events that connect to historical or scientific topics also provide an opportunity for cross-content reading and writing.

Technology Connections:

- Students can be provided time on the computer to research a particular topic.
- District databases are available for students to ensure reliability of sources.
- All student drafting, peer and self-revising and editing, teacher feedback and publishing can be completed in Google Drive.
- Historical videos or speeches can be used as informational sources.

Accommodations or Modifications for Special Education, ESL, or Gifted Learners:

- Essay topics can be differentiated based upon student interest, difficulty of interpretation, etc. Students can also be asked to choose a topic of interest to them as the focus of an expository essay.
- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
- Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child’s individual needs. Such a format supports the struggling writer while challenging the gifted writer.
- Models and mentor texts must be provided so that students struggling with a concept or who are reluctant writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.
- Gifted writers and thinkers can be challenged to think beyond the literal by providing them with insightful, powerful, somewhat challenging quotes as the focus of explanatory essays. Students can also be given time to conduct research on the history, interpretation and use of selected quotes.
List of Applicable Common Core State Standards for English Language Arts:

- Writing Standards: WS.11-12.2a, WS.11-12.2b, WS.11-12.2c, WS.11-12.2d, WS.11-12.2e, WS.11-12.2f, WS.11-12.4, WS.11-12.5, WS.11-12.10

Benchmark Assessment:

One could argue that British writers including Chaucer, Tyndale, Shakespeare, Milton, or Pope had a direct impact on English literature, history, or culture as a whole. Select one major author from the works read this semester and consider the impact he or she had on English literature, history, or culture. Conduct research to directly connect the literary works of your selected author with specifics of British history or with the society of the time.
Unit 4: Argument Writing (Pacing: 15 Days; some are embedded within Unit 1)

Why Is This Unit Important?

This unit will focus on the craft of argumentative essay writing and will help students to develop the skills needed to effectively persuade an audience. Topics presented for argumentative written responses may be based upon controversial issues, current events, or controversial topics that reveal themselves when reading the literature or informational texts assigned in class. The Big Ideas embedded through this unit are:

- The purpose of argument writing is for a writer to clearly and powerfully communicate his or her position to a reader and to support that position with factual information (i.e., history, scientific evidence, current events, information presented in literature) in order to support his/her argument.
- The ideas presented in the essay must support a clearly worded thesis (purpose).
- Strong essays must meet certain criteria including the following: the opening and closing are evident; main idea is clearly expressed in the thesis, is maintained throughout the essay and is supported with specific details; word choice is powerful and language is skillfully used; voice is clear and powerful; sentence structure is used correctly; a consistent verb tense is maintained throughout a piece; and Standard English is used effectively.
- Writers continually revise and edit their work to improve their writing, specifically focusing on organization, development, voice, word choice, sentence structure and the conventions of writing.

Enduring Understandings:

- A thesis statement is the main claim that a writer is making (i.e., the argument) and is supporting throughout the essay.
- Support can take the form of definitions, details, or quotations, must be factual and must be retrieved from a reliable source.
- It is important not only to develop the argument, but also to avoid logical fallacies and use sound reasoning when arguing against a counterclaim.
- A writer must be cognizant of task, purpose and audience and must maintain an appropriate style and tone throughout the piece.
- A writer’s selection of words is one of the most important factors he/she must consider when writing; knowledge of one’s audience and precision of language are essential.
- A writer’s voice must be passionate and powerful so his/her message is clearly conveyed.
- Writing is never ‘done’ and can always be improved. It is a recursive process, so writers can move from stage to stage, either forward or backward.

Essential Questions:

- What is the purpose of argumentative essay writing? What differentiates argument writing from other forms of writing (i.e., informational, expository, narrative, speculative)?
- Why is it important to consider task, audience and purpose when organizing one’s writing?
• How can one utilize evidence from literature when supporting one’s position in an argumentative piece?
• What does the literary term voice mean? How does one include voice in his or her writing?
• Why is vivid and precise use of language so important?
• What is Standard English and why is it important to use Standard English in academic writing?

**Acquired Knowledge:**

• To demonstrate a comprehensive understanding of the topic, one must support a claim with the most important information, sound reasoning and detailed, relevant and sufficient evidence from the most reliable and credible sources.
• An effective argument not only acknowledges the opposing point of view, but also distinguishes it from the opposing claim and respectfully discredits it.
• Both claims and counterclaims must be presented fairly, evidence for each must be supplied and strengths and limitations of both are necessary, all while avoiding common logical fallacies and propaganda devices.
• Predicting the audience’s knowledge and level of concern is essential and must be addressed when presenting claims and counterclaims.
• Argument writing sustains a formal style and objective tone based solely on fact.
• The voice a writer projects in an argumentative piece must be passionate and convincing; the voice must match the purpose.
• A concluding paragraph or section must flow from the argument and end powerfully (i.e., call to action, symbolic ending, reconnection to the beginning, etc.).

**Acquired Skills:**

• Read informational texts within the 11-12 grade-band related to a topic or issue and determine a position based upon relevant facts from reliable sources.
• Use credible sources when supporting a position, fully explain the relevance of both claims and counterclaims and present a logical, detailed explanation of reasoning while avoiding common logical fallacies and propaganda devices.
• Provide both claims and counterclaims, anticipating the level of knowledge and concerns of an audience and addressing such issues, culminating in an argument.
• Utilize transitions (e.g., words, phrases, clauses) to link major sections of the text and create cohesion while noting the differences between claims and counterclaims so the writer does not change ‘positions’.
• Maintain an objective style and tone appropriate for the purpose and audience of the piece.
• Write with a passionate, authentic and convincing voice that is appropriate to purpose and audience.
• Draft a conclusion paragraph or section that flows naturally from the argument, ends powerfully and attempts to leave the reader thinking (i.e., call to action, symbolic ending, circular ending, etc.).
• Apply the rules of Standard English presented through mini-lessons as well as those offered during teacher conferences when drafting and when editing his/her draft.
Benchmark or Major Assessments:

- Argumentative essay topics connected to the works read in the course (benchmark)
- Graphic organizer such as a Roman Numeral outline
- Teacher conference, observations and anecdotal records
- Writer’s notebook
- Self-editing, peer-editing, or teacher-editing checklists

Instructional Materials:

- Argument essays embedded into Unit 1: Connecting British Literature to Contemporary Society
- Argument essay prompts based upon paired texts not connected to literature from Unit 1
- Graphic organizers
- Self, peer and teacher revising and editing checklists

Interdisciplinary Connections:

- Argumentative essay prompts connect to topics that are presented in other content areas such as controversial topics or decisions from British history or controversial issues related to science or the social sciences.
- Social, political, or religious issues that arise when reading British literature can serve as the focus for additional cross-content reading.

Technology Connections:

- Lessons and resources to help students develop evidence-based arguments are available on websites such as Read Write Think (http://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments-31034.html) and Achieve the Core (http://achievethecore.org/category/330/student-writing-samples?filter_cat=503&sort=dlc).
- Websites such as Docs Teach (https://www.docsteach.org/) provide primary and secondary source documents that can be infused into all literary units of study from Unit 1
- District databases such as Facts on File: Issues and Controversies
- All student drafting, peer and self-revising and editing, teacher feedback and publishing can be completed in Google Drive

Accommodations or Modifications for Special Education, ESL, or Gifted Learners:

- Writing prompts can be differentiated based upon student interest, difficulty of content, etc. Students can also be asked to self-select the topic of their persuasive/argumentative essay, especially when initially introducing form and structure; providing choice has been shown to motivate reluctant writers.
- The number of texts provided versus the number a student must obtain on his or her own can be differentiated.
- In the writing workshop, mini-lessons provide guidance for students to improve their writing. Such mini-lessons are planned based upon the needs of the students, thus incorporating differentiation into planning and instruction.
• Individual conferences are held, at which time teachers model good writing and provide individual instruction and/or feedback to students to meet each child’s individual needs. Such a format supports the struggling writer while challenging the gifted writer.

• Models and exemplary benchmarks must be provided so that students struggling with a concept or who are reluctant writers have exemplars surrounding them; individual or small group conferences provide time for a teacher to help students make connections between a mentor text(s) and their own writing.

• Gifted writers and thinkers can be challenged to write about content-based persuasive or argumentative essays. This could potentially require gifted readers and writers to conduct research, read nonfiction texts, synthesize information, evaluate research for bias, form his/her own opinion and then write a response in a structured way.

List of Applicable Common Core State Standards for English Language Arts:

• Writing Standards: WS.11-12.1a, WS.11-12.1b, WS.11-12.1c, WS.11-12.1d, WS.11-12.1e, WS.11-12.4, WS.11-12.5, WS.11-12.9a, WS.11-12.9b, WS.11-12.10

Benchmark Assessment:

Consider the gender roles and issues present in many works of British literature. In fact, for a long time many Englishmen believed that *Jane Eyre* was written by a man. Even after it was shared that it was written by a female author, some people still refused to believe that such a book could have been written by a woman. What is the history of male and female writers in Britain? Are the perceived differences between male and female roles present in works of British literature? Is there a difference between male and female authors? Use evidence from at least two literary works and two informational texts to support your argument.