

Unit Focus:	Unit Description:
Emotion and Experimentation: The Flowering of Romanticism	In this unit, students will delineate and evaluate arguments and analyze the impact of word choice by reading both literary and informational texts about the Romantic period. As part of their study, students will also acquire and use grade-level appropriate vocabulary. Students will focus on argumentative writing, with appropriate grammar study embedded. Students should continue to review reading and writing standards assessed in the first semester.
Standards and Learning Targets	
<p>Access Henry County District Learning Targets here.</p> <p>READING</p> <p>ELAGSE11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p>ELAGSE11-12RI8: Delineate and evaluate the reasoning in seminal British texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.</p> <p>WRITING</p> <p>ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>LANGUAGE</p> <p>Grammar</p> <p>ELAGSE11-12L3: 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.</p> <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (<i>focus on parallel structure, inverted syntax</i>) <p>Vocabulary</p> <p>ELAGSE11-12L4: 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.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>ELAGSE11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. 	

Embedded: (These standards should not be taught or assessed in isolation but are part of ongoing learning throughout all units. These standards should support the focus standards in the unit.)

RL1	RL9	W4	W8
RI1	RI9	W5	W9
RL4	RL10	W6	W10
RI4	RI10	W7	

Language Standards: L1-L6

Speaking and Listening: SL1-SL6

Honors Framework Principles

In addition to meeting the expectations outlined for traditional courses, Honors English courses meet the expectations outlined below:

Embedded opportunities for advanced analysis and synthesis of texts paired with expression of complex ideas in writing

1. Close Observation and Analysis: As students encounter texts, art, graphs, maps, problems, and other source materials, they will learn to first engage in deep, close observation before being asked to explain and then apply or evaluate.
2. Evidence-Based Writing: Students craft claims in science, analyze sources in history, provide explanations to problems in math, demonstrate reading comprehension in ELA, and critique artistic choices in the arts. They begin with a focus on the sentence before progressing to paragraph- and essay-level writing.
3. Higher-Order Questioning: Students are encouraged to grapple with questions that spark curiosity and promote productive critical thinking skills so they can succeed on unfamiliar, new tasks.
4. Academic Conversations: Students must be engaged, active participants in their learning. Honors offers frequent opportunities for students to compare, critique, debate, and build upon others' ideas.

**Adapted from the 2021 Honors Framework English 1 and English 2 Course Guides*

Language of the Standards

Denotation (RI4)	Argumentative Writing (W1)
Connotation (RI4)	Claim (W1)
Tone (RI4)	Substantive Topics (W1)
Mood (RI4)	Reasoning (W1)
Diction (RI4)	Evidence (W1)
Imagery (RI4)	Counterclaim (W1)
Figurative Language (extended metaphor; understatement, hyperbole, irony, paradox, satire, etc.) (RI4)	Organizational Structure (W1)
Juxtaposition (RI4)	Strengths (W1)
Technical meaning (RI4)	Limitations (W1)
Argument (RI8)	Transitions (W1)
Claims (RI8)	Cohesion (W1)
Counterclaims (RI8)	Style (W1)
Reasoning (RI8)	Diction (W1)
Constitutional Principles (RI8)	Syntax (W1)
Legal Reasoning (RI8)	Objective Tone (W1)
Premise (RI8)	Conclusion (W1)
Purpose (RI8)	

Suggested Text(s)

*****Use both extended texts and shorter texts that have been vetted for appropriateness and relation to the unit theme. Please make all texts available for preview prior to instruction. Teachers should make text substitutions for any text upon the request of families and students.***

Short Texts From *Into Literature*, Unit 4: Emotion and Experimentation

- Poems (Wordsworth)
- "Ode on a Grecian Urn" (Keats)—Poem
- From *Frankenstein* (Shelley)—Novel Excerpt
- *"Frankenstein: Giving Voice to the Monster" (Winner)—Essay
- "Ode to the West Wind" (Shelley)—Poem
- "Song of a Thatched Hut Damaged in Autumn Wind" (Du Fu)—Poem
- "from *Songs of Innocence*" (Blake)—Poetry
- "from *Songs of Experience*" (Blake)—Poetry
- "William Blake: Visions and Verses" (Galvin)—Article
- "Frost at Midnight" (Coleridge)—Poem
- "Walking with Wordsworth" (Stutz)—Article
- *"from A Defense of Poetry" (Shelley)—Essay
- "The Skylark" (Clare)—Poem

Extended Texts Suggested to Support *Into Literature* Unit 4: Emotion and Experimentation

- *Frankenstein* (Shelley)

- *Pride and Prejudice* (Austen)
- *The Count of Monte Cristo* (Dumas)
- *A Tale of Two Cities* (Dickens)
- *The Fault in Our Stars* (Green)
- *Lab Girl* (Jahren)

*May also serve as exemplars for argumentative writing

Week by Week Summary

During each week of instruction, in addition to meeting the expectations outlined for traditional courses, instructional design of Honors English courses should meet the expectations outlined in Honors Framework principles provided. A synopsis of each week follows:

Week 19: Poetry of Wordsworth: Students will analyze the development of tone in the poetry of William Wordsworth and informational texts about the poet. Students will write in response to texts and develop argumentative writing craft by composing precise and knowledgeable claims and gathering relevant and sufficient evidence.

Week 20: A Defense of Poetry: Students will analyze the development of tone in various poems, as well as delineate and evaluate Shelley’s argument about the power of poetry. Students will write in response to texts and develop argumentative writing craft by composing counterarguments and concessions.

Week 21: *Frankenstein*: Students will analyze the development of tone, mood, and theme in excerpts from *Frankenstein* and informational texts that allude to themes in the novel. Students will write in response to texts and develop argumentative writing craft by organizing an argument logically and revising diction and syntax with attention to tone and style.

Week 22: Poetry of Blake: Students will analyze the development of tone in the poetry of William Blake and informational texts about the poet. Students will also consider how Blake’s illuminated prints add meaning to his poetry. Students will write in response to texts and develop argumentative writing craft by considering diction, syntax, and rhetorical devices to strengthen an argument and convey tone.

Week 23: Synthesizing Romantic Texts: Students will synthesize common themes in various texts from the Romantic period and publish argumentative writing about relevant topics, demonstrating argumentative writing elements and techniques.

Suggested Learning Tasks (Choose from these activities or select others to meet the needs of students.)

*In addition to the tasks below, students may engage in independent reading or book clubs around various extended texts. See more standards-aligned task suggestions in weekly planning guides.

READING FOCUS W/ HONORS EXTENSION

- Students may compare and contrast the author’s attitude or tone toward a particular subject in a poem and informational text written on the same subject. Students should not only consider similarities and differences in the author’s message and purpose, but also in the author’s craft (use of diction, syntax, rhetorical devices, etc.). Students may determine a central idea on which both texts agree and explain how each author’s work further develops this idea OR students may note an area of discrepancy and closely analyze how each author’s work develops dissonant ideas. (RI1, RI2, RI4, RI5, RI6, RI9, RL1, RL2, RL4, RL5, RL9, SL1) **(Honors Framework Principle #1, #3)**
- Students may closely analyze multiple poems by the same poet (or different poets using similar forms or themes) to determine similarities and differences in tone, mood, and theme and the poetic devices (such as form, figurative language, imagery, diction, and details) used to develop these poetic elements. Students may evaluate and critique each poet’s approach, considering the effectiveness of the poem’s form and language in achieving the author’s purpose or conveying a specific theme. (RL1, RL2, RL4, RL5, RL9, L5a, L3, SL1) **(Honors Framework Principle #1, #2, #3, #4)**
- Students may delineate and evaluate the effectiveness of an author’s argument, considering how the author develops reasons with evidence and uses diction, syntax, and other rhetorical devices to develop tone and convey purpose. Students may provide additional reasons and evidence to enhance the author’s argument OR students may determine how an opponent may develop an opposing argument, using similar sources and reasoning. (RI1, RI2, RI4, RI5, RI6, RI8, RI9, SL1) **(Honors Framework Principle #1, #2, #3, #4)**

- Students may synthesize multiple texts that allude to or stem from *Frankenstein*, including film, artistic, and stage interpretations of the creature, to develop a complex central idea about society's fascination with the grotesque. Students should consider to what extent each text supports or re-imagines Shelley's source text, as well as analyze how such re-imaginings reflect the prevailing themes or cultural ideas of the eras in which they were written. Students may trace patterns of change in the interpretation of "Frankenstein" over time. (RL1, RI1, RI4, RI7, RI8, SL2, L5a) **(Honors Framework Principle #1, #3, #4)**
- Students may participate in mini-debates in order to develop their understanding of various viewpoints about scientific controversies or ethical dilemmas and how to use this understanding to strengthen their own arguments. Students can work with a partner to debate a topic from different points of view. For example, students may argue for or against cloning, stem cell treatments, genetic testing and engineering, etc. (SL1, SL4, SL6) **(Honors Framework Principle #1, #3, #4)**
- Students may build and acquire elevated vocabulary through reading and research by creating non-linguistic representations of words, developing connections with new words, including learning synonyms and antonyms, incorporating vocabulary in discussion and writing, and drawing connections between established and new vocabulary. (L4a, L4c, L4d, L6) **(Honors Framework Principle #1)**

WRITING FOCUS W/ HONORS EXTENSION

EXTENDED WRITING PROCESS OPPORTUNITY:

- Students may develop an extended argument essay by choosing one of the short argument responses written in the previous weeks that they would like to expand and revise into a formal argument. Possible topics include arguments about man's relationship with nature, man's perception of beauty, and the possible dilemmas associated with scientific advancements. This extended writing may develop over several weeks and include all parts of the writing process. Students should conduct research and include a variety of sources in different mediums, including literary and informational texts from multiple time periods. (W1, W4, W5, W6, W7, W8, W9, L1, L2, L3) **(Honors Framework Principle #1, #2, #4)**

OPPORTUNITIES TO DEVELOP WRITING SKILLS/WRITING CRAFT:

- Students may participate in mini-debates in order to develop their understanding of various viewpoints about scientific controversies or ethical dilemmas and how to use this understanding to strengthen their own arguments. Students can work with a partner to debate a topic from different points of view. For example, students may argue for or against cloning, stem cell treatments, genetic testing and engineering, etc. (SL1, SL4, SL6) **(Honors Framework Principle #1, #2, #4)**
- Students may choose a contemporary social issue and write a poem or narrative expressing an argument about the issue. Students should ensure that their writing includes conventions of both narrative and argumentative writing, as well as appropriate language and syntax supportive of both types of writing. (W1, W3, W4, W9, L3) **(Honors Framework Principle #1, #2)**
- Students may work in collaborative small groups to create a multi-genre, multi-media argument entitled "A Defense of _____" in which they argue the merits of a form of expression they most enjoy (i.e. fashion, music, writing, etc.). Students should consider opposing claims and incorporate a counter argument with concessions in their presentation. Students should also consider how digital elements can enhance and strengthen their presentation. (W1, W4, W9, L3, SL4, SL5, SL6) **(Honors Framework Principle #1, #2, #4)**

OPPORTUNITIES FOR WRITING ABOUT READING/WRITING FROM SOURCES:

- Students may consider how poems or literary texts can present an explicit or implied argument about human nature. Students may reformulate the "argument" in a poem or literary text into a more traditional argumentative paragraph form, including the claims and evidence that the author incorporates into his or her poem. Students should state a precise claim and determine the reasoning and evidence that supports the claim. Students should create a "crosswalk" or key that connects each line or section of the poem to its component in an argumentative paragraph or essay. (W1, W4, W9, L3) **(Honors Framework Principle #1, #2)**
- [See Constructed Response and Argumentative Essay Writing task related to *Frankenstein*.](#)
- [See Constructed Response and Argumentative Essay Writing task related to articles about free speech.](#)
- [See AP Style Poetry Writing Task related to "The Chimney Sweeper."](#)
- [See AP Style Rhetorical Analysis Writing Task related to King George III's Speech to Parliament, 1775.](#)

Students may write short argumentative responses considering the essential questions from the unit. Students should develop a precise claim and present valid and sufficient reasoning and evidence, considering texts read in the unit and previous units, independent reading, observations of modern life, and additional research. Students may practice writing an argument, including collecting and explaining evidence, on both sides of an issue. (W1, W4, L3) **(Honors Framework Principle #1, #2, #4)**

- Students may consider: How can science go wrong? What duties do scientists and technological developers have when it comes to their creations or discoveries? Is there an area of science where advancements are simply “too dangerous” or present too many moral/ethical dilemmas?
- What is beauty? Argue your definition of true beauty versus other commonly held definitions.
- How does nature affect us? Are people too removed from nature? Is an emphasis on “city life” harmful to man?
- Students may research child labor laws and how writers, such as Blake and Upton Sinclair, have helped bring attention to the issues related to unfair labor conditions.
- Students may research additional poems by William Blake, focusing on either “Songs of Innocence” or “Songs of Experience.” Students should synthesize information from several poems in order to develop an explanatory writing analyzing a broader theme. For example, how do three or more poems from “Songs of Experience” create a complex presentation of Blake’s views on his society?

Suggested Technology Integration

To extend the unit theme, students may create a photo essay exploring the contrast between natural beauty and aspects of human life. See HMH Unit 4 Media Project for more details.

Other Resource(s) Suggestions/Links

Additional Resources to Support “from *Frankenstein*” and “Frankenstein: Giving Voice to the Monster:”

- “from *Frankenstein*”: Respond Language Conventions
- “from *Frankenstein*”: Respond Vocabulary
- Reading Studio: *Frankenstein* Text Sketch (English and Spanish)—Tier I Re-engagement
- Reading Studio: *Frankenstein* Summary/Adapted Text—Tier I Re-engagement
- “Frankenstein: Giving Voice to the Monster”: Respond Language Conventions
- “Frankenstein: Giving Voice to the Monster”: Respond Vocabulary
- Reading Studio: “Frankenstein: Giving Voice to the Monster” Close Read Practice (RI2, RI4, RI6)—Tier I Re-engagement
- Reading Studio: “Frankenstein: Giving Voice to the Monster” Close Read Screencast (RI2, RI4, RI6)—Tier I Re-engagement
- Reading Studio: “Frankenstein: Giving Voice to the Monster” Summary/Adapted Text—Tier I Re-engagement
- Contemporary interpretations of the Creature from *Frankenstein* (choose clips that students can compare with the text)
 - Di Nero *Frankenstein* 1994
 - Radcliff *Victor Frankenstein* 2015
 - Miller and Cumberbatch in Royal Theater London *Frankenstein* 2011

Additional Resources to Support William Blake’s Poetry:

- [“Little Lamb” Illuminated Print](#)

Additional Texts from HMH that May Support the Unit Theme:

Literary

- “Kubla Kahn” (Poem)—HMH Text Library

Informational

- “Frankenstein and the Heart Machines” (1200L)—HMH Text Library
- “Life in the Treetops” (1100L)—HMH Text Library

HMH Writing Studios:

- Interactive Writing Lessons: **Writing Arguments**--Overview; Introduction; What is a Claim? (W1a); Support: Reasons and Evidence (W1b); Building Effective Support (W1b); Creating a Coherent Argument (W1a, W1c); Persuasive Techniques; Formal Style (W1d); Concluding Your Argument (W1e); Assessment; Student Model

HMH Vocabulary Studio:

- Interactive Vocabulary Lessons: **Vocabulary Studio**—Using Context Clues (L4a); Analyzing Word Structure (L4b); Common Roots, Prefixes, and Suffixes (L4b); Understanding Word Origins (L4b, L4c); Synonyms and Antonyms (L4c, L5b); Analogies; Homonyms, Homographs, and Homophones (L4a, L4d); Words with Multiple Meanings (L4d); Specialized Vocabulary (L6); Using Reference Sources (L4c)

- ["The Tyger" Illuminated Print](#)
- ["The Chimney Sweeper" from *Songs of Innocence* Illuminated Print](#)
- ["The Chimney Sweeper" from *Songs of Experience* Illuminated Print](#)

HMH Intervention, Review, and Extension (Peer Coach Videos, Guided Skills Practice, and Anchor Charts)

- Analyze Figurative Language (L5a)
- Analyze Rhetoric (RI8)
- Analyze Themes (RL2)
- Cite Text Evidence (RI1)
- Draw Conclusions (RI1)
- Evaluate an Author's Argument (RI8)
- Evaluate Structural and Stylistic Aspects of Poetry (RL5)
- Identify Faulty Reasoning (RI8)
- Identify Opposing Claims and Counterclaims (RI8)
- Make Inferences (RI1)