

**City of Angels School**  
Independent Study – Los Angeles Unified School District  
High School Instructional Framework – Course ID # 230111  
**American Literature (Eng 11A)**

The major purpose of this **American Literature** course is to analyze literature and expository text in greater depth and produce complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each.

**American Literature** is organized into three standards-based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening, and speaking. During the persuasion instructional component, students will read persuasive texts, with a focus on the credibility of an author’s argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author’s intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations. In the exposition component, students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue. In addition, students will write expository essays and deliver expository presentations. During the literary analysis component, students will read literary texts, with a focus on analyzing central themes in multiple works as well as analyzing themes in relation to issues of an historical period. Students will write responses to literature and deliver oral responses to literature. **American Literature** meets the basic **eleventh-grade** English requirement for graduation and fulfills the A requirement of the UC/CSU Subject Area Requirements.

### **Standards**

Material covered in this instructional guide aligns with the Common Core State Standards (CCSS). The English Language Arts CCSS consist of Career and College Ready (CCR) anchor standards and grade-specific content standards. To view each of the standards for the categories listed above in detail; download the California Common Core State Standards for English Language Arts from <http://www.cde.ca.gov/re/cc/>.

### **Texts and Websites**

Savvas, [MyPerspectives American Literature](#) © 2022

Student may access the textbook companion site, Achieve 3000, and Edgenuity/MyPath software programs that assist with reading comprehension skills through Schoology.

### **Grade Distribution:**

- Weekly Assignments =70% (Writing = 70%, comprehension questions, vocabulary, and grammar = 30%)
- Performance Assessments = 30%.
- Your teacher use the following standard grading rubric for completeness and accuracy: A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F<60%.

## MyPerspectives English

**Unit opener:** this reading is a short introduction to the unit. Students complete a vocabulary word network(word association) and a summary of the reading.

**Each Reading follows the same pattern** – students complete all activities for each reading (in order), unless otherwise directed by your teacher. Short summaries of each activity are following (readings vary with some activities):

- **(Assignment 1)**
  - **Concept Vocabulary:** Introduce the vocabulary words in the selection.
  - **First Read:** During the First Read, students will read to notice details, annotate the text as they read, make connections beyond the text, and respond by writing a brief summary of the selection. There is a First Read guide with guiding questions (digital version can be typed on).
  - **Comprehension Check:** short answer comprehension questions
  - **Research:** Students are asked to choose something from the reading to research to clarify and explore.
  
- **(Assignment 2)**
  - **Close Read (second read):** Students respond to questions (annotate/question/conclude) directly in their digital or print Student Edition (example provided).
  - **Analyze the Text:** Short answer questions with evidence cited.
  
- **(Assignment 3)**
  - **Analyze Craft and Structure:** Literary device lesson.
  - **Concept Vocabulary:** A closer look at vocabulary words and word study.
  
- **(Assignment 4)**
  - **Conventions:** Grammar/mechanics practice.
- **Selection test is available online digitally or print forms**
  
- **(Assignment 5) (teacher discretion)**
  - **Writing to Sources:** Includes one or more writing assignments associated with the reading and an evidence log leading to the Performance Assessment.
  - **Speaking and Listening:** Includes one or more speaking and listening (presentation type) assignments associated with the reading and an evidence log leading to the Performance Assessment.

### **Performance Task/Performance Assessment**

- Performance Task is a final writing/speaking project based on the readings.
- Performance Assessment is a final writing/speaking project based on the Essential Question

**Optional Novel** (teacher discretion) – One correlated novel was chosen from a list of options offered by Savvas. See MyPerspectives+ for more options.

## Supplementary Resources for Relearning and Differentiation (available through Savvas App)

- ELD Support:
  - Accessible Leveled Text (summarized versions of the readings with explanations)
  - Audio reading in multiple languages
  - English Language Support Lessons
- Advanced Learners –
  - Extension Questions
  - Independent Learning additional texts
  - Conventions additional lessons/ mini lessons/Interactive lessons
  - Literary Device additional lessons/ mini lessons/Interactive lessons
  - Novel Correlations/Trade Books
- Struggling Readers:
  - Accessible Leveled Text (summarized versions of the readings with explanations)
  - Audio reading
  - English Language Support Lessons
  - Conventions additional lessons/ mini lessons/Interactive lessons
  - Literary Device additional lessons/ mini lessons/Interactive lessons
- All Readers:
  - Audio Reading
  - Word Study additional lessons
  - Conventions additional lessons/mini lessons/Interactive lessons
  - Literary Device additional lessons/mini lessons/Interactive lessons

\*Multicultural Selection

### **Week 1 - Unit 1: *Writing Freedom***

Essential Question: What is the meaning of freedom?

- Achieve 3000: Levelset assessment.
- Achieve3000: Complete two 5-step lesson articles
- Unit 1 Introduction: *Totally Free?* p. 6-9 (Read, Vocabulary & Summary)
- Review with your teacher: Historical Perspectives, pp. 12-15
- Reading #1: *Declaration of independence*, pp. 16-29
  - Optional: Novel reading – *I am Malala*, by Malala Yousafzai. Read & answer discussion questions Chapters 1-10 (Week 1-3)

### **Week 2 - Unit 1: *Writing Freedom***

Essential Question: What is the meaning of freedom?

- Achieve3000: Complete two 5-step lesson articles
- Reading #2: *Preamble to the Constitution and The Bill of Rights*, pp. 30-39
  - Optional: Novel reading – *I am Malala*, by Malala Yousafzai. Continue: Read & answer discussion questions Chapters 1-10 (Week 1-3)

**Week 3 – Unit 1: Writing Freedom**

Essential Question: What is the meaning of freedom?

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Reading #3: *Speech in the Convention* pp. 40-51
- Media: The American revolution: Visual propaganda pp. 52-59
  - Optional: Novel reading – *I am Malala*, by Malala Yousafzai. Continue: Read & answer discussion questions Chapters 1-10 (Week 1-3)

**Week 4 – Unit 1: Writing Freedom**

Essential Question: What is the meaning of freedom?

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Performance Task, Write an Argument: pp. 60-67
  - Optional: Novel reading – *I am Malala*, by Malala Yousafzai. Read & answer discussion questions Chapters 11-20 (Week 4-6)

**Week 5 – Unit 2: The individual and Society**

Essential Question: What role does individualism play in American society?

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Unit 2 Introduction: *from Up From Slavery*, p. 142-145 (Read, Vocabulary & Summary)
- Review with your teacher: Historical Perspectives, pp. 148-151
- Reading #1: Poetry Collection: *from the Preface to the 1855 Edition of Leaves of Grass | from Song of Myself | I Hear America Singing | On the Beach at Night Alone | America* by Walt Whitman, pp. 152-169
  - Optional: Novel reading – *I am Malala*, by Malala Yousafzai. Continue: Read & answer discussion questions Chapters 11-20 (Week 4-6)

**Week 6 – Unit 2: The Individual and Society**

Essential Question: What role does individualism play in American society?

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Reading #2: Poetry Collection *The Soul selects her own Society – | The Soul unto itself | Fame is a fickle food | They shut me up in Prose – | there is a solitude of space | I heard a Fly buzz – when I? died – | I'm Nobody! Who are you?* By Emily Dickinson, pp.170-185
- Reading #3: from Emily Dickinson, from Great Lives, pp.186-191
  - Optional: Novel reading – *I am Malala*, by Malala Yousafzai. Continue: Read & answer discussion questions Chapters 11-20 (Week 4-6)

**Week 7 – Unit 2: The Individual and Society**

Essential Question: What role does individualism play in American society?

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Performance Task, Write a Personal Narrative: pp. 192-199
  - Optional: Novel reading – *I am Malala*, by Malala Yousafzai. Read & answer discussion questions Chapters 21-24 (Week 7-9)

**Week 8 – Unit 3: Power, Protest, and Change**

Essential Question: In what ways does the struggle for freedom change history?

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Unit 3 Introduction: *\*The Zigzag Road to Rights*, p. 278-281 (Read, Vocabulary & Summary)
- Review with your teacher: Historical Perspectives, pp. 284-287
- *\*Reading #1: from What to the Slave is the Fourth of July?* pp. 288-299
  - Optional: Novel reading – *\*I am Malala*, by Malala Yousafzai. Continue: Read & answer discussion questions Chapters 21-24 (Week 7-9)

**Week 9 – Unit 3: Power, Protest, and Change**

Essential Question: In what ways does the struggle for freedom change history?

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Reading #2: *Second inaugural address* pp. 300-309
- Reading #3: Perspectives on Lincoln pp. 310-317
  - Optional: Novel reading – *\*I am Malala*, by Malala Yousafzai. Continue: Read & answer discussion questions Chapters 21-24 (Week 7-9)

**Week 10**

Option 1: Performance Task, Write an Informative Essay: pp.318-325

Option 2: Novel Study final test/writing activity

# I Am Malala

Malala Yousafzai and Christina Lamb

## ABOUT THE AUTHOR

In 2014, Malala Yousafzai won the Nobel Peace Prize for “her struggle against the suppression of children and young people and for the right of all children to education.” The teenage girl fought for most of her life for what she believed to be a basic right. She had even defied death. On October 9, 2012, a Taliban gunman shot Malala in the head for speaking her mind.

Born in Mingora, Pakistan in the picturesque Swat Valley on July 12, 1997, Malala grew up a witness to war. An extremist offshoot of Islam, the Taliban seized power in the region when she was ten, swiftly implementing strict, almost medieval laws.

One of the Taliban’s edicts barred girls from receiving an education. Having loved learning all her life, at the age of 12 Malala began speaking out against the Taliban. She wrote anonymously on a blog about life under Taliban rule and was soon giving interviews to prestigious news outlets. This made the young human rights advocate a target, and she knew it.

While the Taliban was shutting down schools that continued to allow girls as pupils, Malala proudly attended the Khushal Secondary School—an institution founded by her father, Ziauddin. Malala wrote that her father “believed that lack of education was the root of all of Pakistan’s problems.” His views clearly resonated with Malala. As Taliban persecution intensified to the point of murders and physical attacks, murmurs of “You’re next” became more and more frequent. But Malala pressed on, championing education for herself and the world.

After the attack, Malala became an even more powerful voice for the right to an education for all. On her 16<sup>th</sup> birthday, July 12, 2013, she spoke in front of the U.N. about the right of every child to be allowed an education. She expressed compassion toward the man who shot her, echoing what she learned from the teachings of Mohammad, Jesus Christ, and Buddha. The U.N. dubbed the event “Malala Day” and her message was broadcast around the globe.

## BACKGROUND

Mingora, Pakistan, where Malala grew up, has a history that stretches back more than 2,000 years. With its heritage steeped in Buddhism, the Swat Valley retained Buddhist temples and religious sites long after the region became mainly Muslim. However, neither those ancient relics nor the valley’s peaceful way of life withstood the Taliban onslaught. A terror-filled campaign began in 2007 that infringed on basic human rights, including the right of girls to have an education.

Malala, born a Sunni Muslim of Pashtun ethnicity, was ten-years-old when Taliban decree began shutting down the schools. Those who opposed the Taliban’s strict version of Sharia Law were dealt with severely and often killed. In a time when her friends and neighbors were frightened into silence, Malala took up the cause and fought for education, with little concern for her own life.

### QUICK GUIDE

As you read *I Am Malala*, keep the following literary elements in mind:

- **MOOD** is a literary device in which the author creates a definitive, emotional feel in a given work.
- **THEME** in literature, the theme is an overall, governing idea that pervades all aspects of the work.
- **CONFLICT** is a literary term that describes resistance faced by the story’s protagonist.
- **SETTING** is the time and place in which the events of a story take place.
- **JUXTAPOSITION** is a literary device wherein the author places two persons, concepts, places, or ideas in parallel to contrast and compare them.

## VOCABULARY

1. **banter** *v.* to speak to someone in a witty or teasing manner
2. **chaos** *n.* complete confusion and disorder
3. **veranda** *n.* an open structure attached to a building, often with a roof
4. **illiterate** *adj.* not knowing how to read or write
5. **blasphemy** *n.* great disrespect to God and/or something holy
6. **ignorance** *n.* lack of knowledge, understanding, or education
7. **sanctuary** *n.* a safe place where someone is given shelter
8. **infidel** *n.* a person who does not believe in “the true religion” as defined by some exterior authority
9. **impose** *v.* to force someone to accept something
10. **terrorism** *n.* the use of violent acts to frighten people as a way of trying to achieve a political goal
11. **edict** *n.* an official law or order
12. **advocacy** *n.* the act of supporting a cause or proposal
13. **wrath** *n.* extreme anger
14. **deprive** *v.* to take something away
15. **rival** *n.* a competing person or entity
16. **gala** *n.* a public party or celebration
17. **bewilderment** *v.* the state of being confused or shocked
18. **bazaars** *n.* markets (especially in the Middle East) that have rows of small shops
19. **hostel** *n.* an inexpensive hotel
20. **daunting** *adj.* tending to make people afraid or less confident

## PROLOGUE, CHAPTERS 1–10

## Discussion Questions

1. What are the two settings Malala **juxtaposes** in the Prologue, and how does she compare them?
2. What is the **theme** of Malala’s memoir, as laid out in these opening chapters?
3. When Malala was born, how did her father Ziauddin’s attitude about his daughter **compare** with standard cultural beliefs?
4. In Chapter 3, point to an instance where Malala seems already enamored with the world of education and learning.
5. According to Malala, what is the overall **mood** of her familial village at the book’s outset?
6. Why does Ziauddin, in Chapter 5, tell Malala the quote by Mahatma Gandhi?
7. What is the major **conflict** between the mufti and Ziauddin in Chapter 8?
8. The earthquake that hit Swat Valley drove some people to do generous deeds while others used the event to instill fear. Give an example of each.
9. What **conflict** does Malala experience when Maulana Fazlullah comes to Swat Valley?
10. Why does Ziauddin keep a poem by Martin Niemöller in his pocket?

WRITING ACTIVITY Malala and her family are forced out of their homes. Imagine yourself in Malala’s shoes. What would be your biggest concern?

## CHAPTERS 11–20

## Discussion Questions

1. How is Shabana’s death an example of **juxtaposition**?
2. What is the **mood** when Malala tells a documentary maker: “I will get my education if it’s at home, school, or somewhere else.”
3. Khushal tells Malala he would rather stay at home than go to school. How does Malala respond?
4. When Malala returns to her valley, how has the **setting** changed?
5. When the floodwaters recede, do things start to get better for Swat Valley? What happens?
6. What does Malala think when she hears the news about Osama bin Laden’s death?
7. When Malala wins the international peace prize from KidsRights, how does it make her mother feel?
8. In Chapter 18, what or whom does Malala refer to as her inspiration to continue? Point to an exact reference.

9. What is one specific way Malala’s approach to Islam differs from the Taliban’s?
10. In Chapter 20, the author poses the question “Who is Malala?” Who first asked this question? How would she have responded, if given the chance?

WRITING ACTIVITY Is the right to an education worth dying for? Why or why not?

## CHAPTERS 21–24 AND EPILOGUE

### Discussion Questions

1. What conflicted emotions does Ziauddin experience as he rides with Malala in the helicopter to CMH Hospital in Peshawar?
2. How would you describe what was going on at the hospital when Malala arrives?
3. What did Haider Hoti, chief minister of Pakistan province mean when he told people, “Rest assured Malala will not die. She still has lots to do.”
4. What decision does Ziauddin make when he learns Malala is to be moved to Queen Elizabeth Hospital in Birmingham? Why does he make it?

5. What are Malala’s first thoughts when she wakes up in Queen Elizabeth hospital?
6. What does Malala request when she learns her family will be by her side in two days? How does this tie in with the overall **theme** of the memoir?
7. Malala looks out a hospital window for the first time and sees England. What is striking to her about this **setting**?
8. What does Malala relate to when she reads *The Wonderful Wizard of Oz*? Why does she relate to it?
9. What is the biggest change Malala notices in her new **setting** when she and her family move into a rented house in Birmingham?
10. What internal **conflict** does Malala face when she imagines that the girls at her new school treat her differently?

WRITING ACTIVITY When Malala spoke to the United Nations on her 16th birthday, she said, “Let us pick up our books and our pens. They are the most powerful weapons.” Do you believe that? Why or why not?

## PULLING IT ALL TOGETHER

WRITING ACTIVITY Compose a letter to Malala asking her a question that came to mind while you were reading her memoir. Point to incidents or ideas from the book to frame your question.

PANEL DISCUSSION If you lived in a society that restricted your freedoms, what would you miss most about your current life? Are there any aspects of Malala’s world that appeal to you?

## SENSITIVE ISSUES

Some students may be disturbed by the violence, including Malala’s shooting and its aftermath. Others may be distressed by the brutal conditions endured by women and girls under Taliban rule. Girls and women are treated as secondary to men if they are considered at all. The author grew up under difficult social conditions, surrounded by loving family and friends to help her through it.



Name:

Date:

**TRADE BOOK TEST**

## I Am Malala

Malala Yousafzai and Chistina Lamb

### A. Thinking About *I Am Malala*

Choose the best answer.

- Malala Yousafzai was operated on for gunshot injuries in  
 a. Birmingham, England.  c. Medina, Saudi Arabia.  
 b. Mingora, Pakistan.  d. Kabul, Afghanistan.
- Who or what is Malala named after?  
 a. her mother  c. her father's teacher  
 b. a river  d. a military hero
- What school was founded by Malala's father?  
 a. Swat Valley School for Girls  c. Khushal School  
 b. Ziauddin School  d. Queen Elizabeth School
- What sight first prompted Malala to ask her father to provide free education?  
 a. girls walking miles to school  c. a student being arrested  
 b. a teacher without supplies  d. children on a garbage pile
- Who hosts Radio Mullah?  
 a. Malala  c. Fazlullah  
 b. Madam Maryam  d. Ziauddin
- Benazir Bhutto was Pakistan's first  
 a. official to help out Malala.  c. member of the U.N.  
 b. leader to fight the Taliban.  d. female Prime Minister.
- What does Malala hear in her head when she is shot?  
 a. a roar like the ocean  c. decapitated chickens  
 b. hoarse shouting  d. her father's voice

Name:

Date:

8. According to the Taliban, why did they target Malala?
- a. for promoting secularism                       c. for causing public unrest
- b. for believing in education                       d. for humiliating them
9. What does Ziauddin say to Arfa Karim's father on the telephone?
- a. "What kind of world is this?"
- b. "Now I know what you went through."
- c. "Tell me how one can live without daughters."
- d. "How long must we endure such terrible suffering?"
10. Where do Malala and her family live now?
- a. Birmingham, England.                       c. Medina, Saudi Arabia.
- b. Mingora, Pakistan.                       d. Kabul, Afghanistan.

## B. Recognizing Literary Elements and Techniques

Answer each question below with the best term from the following list:  
*mood, conflict, motif, setting, juxtaposition.*

11. What literary element is suggested in the subject of the speech Malala gives to the U.N. on her 16th birthday?
- \_\_\_\_\_
12. Malala's description of the mountains near her home provides an example of which literary element?
- "I close my eyes and for a moment I am back in my valley – the high snow-topped mountains, green waving fields and fresh blue rivers – and my heart smiles when it looks at the people of Swat."
- \_\_\_\_\_
13. When Malala wakes up in the hospital, she feels alone and longs to see her family. Which literary element does this demonstrate?
- \_\_\_\_\_
- \_\_\_\_\_
14. The earthquake, flooding, and the Taliban in Malala's memoir are examples of which literary element?
- \_\_\_\_\_
- \_\_\_\_\_

Name:	Date:
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15. What literary element is being used when Ziauddin decides to stay with his family rather than travel with Malala after she is shot?

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### C. Essay Questions

Write your answers in the space provided. Continue on another page if necessary.

16. Write a brief essay about the restrictions the Taliban placed on women in Pakistan and how Malala responded to them.

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17. How important was Malala's father as both an influence in her life and as a support for the things she undertook? Cite evidence from the text to support your conclusions.

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18. Malala says she came to learn that "the pen and the words that come from it can be much more powerful than machine guns, tanks, or helicopters." In a brief essay, discuss whether you believe this to be true. Support your conclusions with evidence drawn from the text, current events, and your own experience.

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