

City of Angels School
Independent Study – Los Angeles Unified School District
High School Instructional Framework – Course ID # 230112
Contemporary Composition (Eng 11B)

The major purpose of this **Contemporary Composition** 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.

Contemporary Composition 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. **Contemporary Composition** 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 Volume 2 © 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 4: <i>Grit and Grandeur</i> Essential Question: What is the relationship between literature and place?
○ Achieve 3000: Levelset assessment. ○ Achieve3000: Complete two 5-step lesson articles ○ Unit 4 Introduction: <i>Planning Your Trip to Gold Country</i> , p. 396-398 (Read, Vocabulary & Summary) ○ Review with your teacher: Historical Perspectives, pp. 402-405 ○ Reading #1: <i>From life on the Mississippi</i> pp. 406-417 ○ Optional: Novel reading – <i>*The Help</i> , by Kathryn Sockett. Read & answer discussion questions Chapters 1-10 (Week 1-3)
Week 2 - Unit 4: <i>Grit and Grandeur</i> Essential Question: What is the relationship between literature and place?
○ Achieve3000: Complete two 5-step lesson articles ○ Reading #2: <i>The Notorious Jumping Frog of Calaveras County</i> pp. 418-431 ○ Optional: Novel reading – <i>*The Help</i> , by Kathryn Sockett. Continue: Read & answer discussion questions Chapters 1-10 (Week 1-3)
Week 3 – Unit 4: <i>Grit and Grandeur</i> Essential Question: What is the relationship between literature and place?
○ Achieve3000: Complete two 5-step lesson articles ○ Reading #3: <i>A White Heron</i> pp. 432-449 ○ Optional: Novel reading – <i>*The Help</i> , by Kathryn Sockett. Continue: Read & answer discussion questions Chapters 1-10 (Week 1-3)

<p>Week 4 – Unit 4: <i>Grit and Grandeur</i> Essential Question: What is the relationship between literature and place?</p> <p>○ Achieve3000: Complete two 5-step lesson articles ○ Performance Task Explanatory Essay: pp. 450-457 ○ Optional: Novel reading – *<i>The Help</i>, by Kathryn Sockett. Read & answer discussion questions Chapters 11-21 (Week 4-6)</p>
<p>Week 5 – Unit 5: <i>Facing our Fears.</i> Essential question: How do we respond when challenged by fear?</p> <p>○ Achieve3000: Complete two 5-step lesson articles ○ Unit 5 Introduction: <i>Is it Foolish to Fear?</i> p. 548-550 (Read, Vocabulary & Summary) ○ Review with your teacher: Historical Perspectives, pp. 554-557 ○ Reading #1: <i>The Crucible, Act I</i> pp. 560-599 ○ Reading #2: <i>The Crucible, Act II</i> pp. 600-627 ○ Reading #3: <i>The Crucible, Act III</i> pp. 628-659 ○ Optional: Novel reading – *<i>The Help</i>, by Kathryn Sockett. Continue: Read & answer discussion questions Chapters 11-21 (Week 4-6)</p>
<p>Week 6 – Unit 5: <i>Facing our Fears.</i> Essential question: How do we respond when challenged by fear?</p> <p>○ Achieve3000: Complete two 5-step lesson articles ○ Reading #4: <i>The Crucible, Act IV</i> pp. 660-685 ○ Media: <i>The Crucible</i> (audio), pp. 686-691 ○ Performance Task: pp. 692-699 ○ Optional: Novel reading – *<i>The Help</i>, by Kathryn Sockett. Continue: Read & answer discussion questions Chapters 11-21 (Week 4-6)</p>
<p>Week 7 – Unit 6: <i>Ordinary Lives, Extraordinary Tales</i> Essential Question: What do stories reveal about the human condition?</p> <p>○ Achieve3000: Complete two 5-step lesson articles ○ Unit 4 Introduction: <i>Old Man at the Bridge</i>, p. 754-756 (Read, Vocabulary & Summary) ○ Review with your teacher: Historical Perspectives, pp. 760-763 ○ Reading #1: <i>Everyday Use</i>, pp. 764-779 ○ Optional: Novel reading – *<i>The Help</i>, by Kathryn Sockett. Read & answer discussion questions Chapters 22-34 (Week 7-9)</p>
<p>Week 8 – Unit 6: <i>Ordinary Lives, Extraordinary Tales</i> Essential Question: What do stories reveal about the human condition?</p> <p>○ Achieve3000: Complete two 5-step lesson articles ○ Reading #2: <i>Everything Stuck to Him</i> pp. 780-793 ○ Optional: Novel reading – *<i>The Help</i>, by Kathryn Sockett. Continue: Read & answer discussion questions Chapters 22-34 (Week 7-9)</p>
<p>Week 9 – Unit 6: <i>Ordinary Lives, Extraordinary Tales</i> Essential Question: What do stories reveal about the human condition?</p>

○ Achieve3000: Complete two 5-step lesson articles ○ Reading #3: *The Leap* pp. 794-807 ○ Optional: Novel reading – **The Help*, by Kathryn Sockett. Continue: Read & answer discussion questions Chapters 22-34 (Week 7-9)

Week 10

○ Option 1: Performance Task: pp. 808-815 ○
Option 2: Novel Study final test/writing activity

The Help

Kathryn Stockett

ABOUT THE AUTHOR

Kathryn Stockett was born in Jackson, Mississippi in 1969 and was raised in a traditional affluent family in Mississippi. Her father owned Ramada Motels in Mississippi in addition to running a stable which was frequented by the writer Eudora Welty, who became a family friend. Stockett's parents divorced when she was young, and she spent much of her childhood at her grandparents' house, where their housekeeper, Demetrie, who had raised Stockett's father and uncle, also helped to raise Stockett. Stockett says of Demetrie: "I didn't always know where my mother was, I didn't know where my father was, but I knew where Demetrie was." This relationship was the inspiration for *The Help*, which tells the story of maids of Demetrie's generation in Mississippi.

After graduating from the University of Alabama with a degree in English and Creative writing, Stockett moved to New York City, where she spent many years working in magazine publishing and marketing.

On September 11th, 2001, Stockett was working in her New York apartment when the planes hit the Twin Towers. In the resulting chaos and the disruption of communications, she and her husband were cut off from the surrounding world for two days. Desperately homesick, Stockett began a story in the voice of Demetrie, which later became *The Help*.

In 2011, a film adaptation of *The Help* was released. It was written and directed by Stockett's childhood friend, Tate Tyler. The actress Octavia Spencer, another friend of Stockett's, who was the inspiration for the character of Minny, played Minny in the film.

Stockett now lives with her husband and daughter in Atlanta, Georgia, where she is working on a second novel.

BACKGROUND

The Help was inspired by Stockett's experiences growing up in Mississippi, where, as Stockett remembers, "Almost every family I knew had a black woman working in their house." It centers on the tension in the households of both employers and employees in the sixties, as the Civil Rights Movement gained momentum and sparked a series of murders of civil rights leaders in the South. The violence of the era was intense in Mississippi, where desegregation of schools was opposed by angry mobs and lynchings of civil rights workers, as well as ordinary citizens, continued through the 60s. This political crisis is the backdrop to the events in *The Help*.

The Help was Stockett's first novel, and it was rejected by 60 literary agents before agent Susan Ramer agreed to represent it. It has now sold over 10 million copies and spent more than 100 weeks on the *New York Times* bestseller list.

QUICK GUIDE

As you read *The Help*, keep the following literary elements in mind:

- **DIALECT** is the form of a language spoken by people in a particular region or group.
- **SYMBOL** is a reference to a historical event or person, or to another literary work.
- **CHARACTERIZATION** is the way or ways in which a writer reveals information about a character. In **direct characterization**, a writer makes direct statements about a character's appearance, personality, and actions. In **indirect characterization**, a writer suggests information through what a character says or does or what other characters say about him or her.

- **IRONY** occurs when there is an incongruity between one idea and another, often creating a kind of humor—as when someone makes a speech about the evils of hunger while enjoying a good meal.
- **FORESHADOWING** happens when the author uses a word or phrases to hint at something that will come later—which may be explicit, or something the reader only discovers when that event unfolds.

VOCABULARY

1. **hussy** *n.* a woman with loose sexual morals
2. **gratitude** *n.* thankfulness; appreciation
3. **fragrance** *n.* spunk, courage
4. **petite** *adj.* small (of a woman)
5. **illiteracy** *n.* inability to read or write
6. **slovenly** *adj.* messy, carelessly dressed
7. **conundrum** *n.* riddle, puzzling thing
8. **dormant** *adj.* asleep or inactive
9. **kin** *n.* relatives
10. **ottoman** *n.* foot-stool
11. **pummel** *v.* beat, punch
12. **frenzy** *n.* state of extreme excitement, wild activity
13. **antebellum** *adj.* pre-war (usually referring to the American Civil War)
14. **vapid** *adj.* insipid, unstimulating, empty
15. **pithy** *adj.* (of speech or writing) brief and powerfully expressive
16. **mortified** *adj.* extremely embarrassed
17. **cherish** *v.* love, treasure
18. **dichotomy** *n.* division between two things that are strongly opposed or very different
19. **prudish** *adj.* easily shocked by sexuality or nudity
20. **obliterate** *v.* completely destroy; wipe out

CHAPTERS 1–10

Discussion Questions

1. How does the use of **dialect** in Aibileen’s narration help to immediately situate the reader in a time and place?
2. How does Aibileen’s concern for Mae Mobley help to **indirectly characterize** Aibileen?

3. When the Home Help Sanitation Initiative is introduced, what does it tell you about the situation women like Aibileen find themselves in?
4. How might the empty upstairs rooms in Celia Foote’s house operate as a **symbol**?
5. Why do you think Celia is so oblivious to race and class lines, treating Minny more like a friend than a servant?
6. How is Celia’s inability to adopt the role of a white employer mirrored in Minny?
7. How does Skeeter’s relationship with her mother echo the relationship of Mae Mobley and her mother?
8. Why does Celia lie to Johnny about having a maid?
9. What is the **irony** in Skeeter’s job writing the Miss Myrna column?
10. Why does Aibileen initially refuse to tell Skeeter about her real experiences as a maid?

WRITING ACTIVITY If you had the choice, would you rather be Minny or Skeeter? Why?

CHAPTERS 11–21

Discussion Questions

1. Hilly tells Skeeter that she can’t risk having an integrationist friend because of her husband’s political ambitions. What might this **foreshadow** about Skeeter’s relationship with Stuart?
2. Why does Minny become angry when Celia calls Minny her “friend”?
3. What is the **irony** in the fact that Skeeter assumes that Aibileen won’t be able to write her own story well enough?
4. What is “integration violation”?

5. What do you think the mimosa in Celia's yard is a **symbol** of?
6. What are some ways that Skeeter earns Aibileen's trust?
7. According to Aibileen, what are the possible consequences for a maid of making a white woman angry?
8. What causes Minny to forgive Celia?
9. What is the **irony** in the fact that the ring Yule May stole wasn't a real ruby?
10. How does Yule May's punishment serve as **indirect characterization** of Hilly?

WRITING ACTIVITY Do you think you would ever turn your back on a friend because of his or her beliefs, as Hilly does to Skeeter? Which beliefs might you find hard to forgive, and how would you handle it?

CHAPTERS 22–34

Discussion Questions

1. What convinces the other maids to participate in Skeeter's project?
2. What does Aibileen mean when she tells Minny "Kindness has no boundaries."?
3. How does the chocolate pie become a complex **symbol** of Hilly's defeat?
4. Why do you think Celia chops down the mimosa tree after her humiliation at the Benefit?
5. Why does Stuart withdraw his proposal when Skeeter tells him about the book?
6. Why does Minny decide to put "the Terrible Awful" in the book?
7. When Leroy tells Minny, "If I didn't hit you, Minny, who knows what you become," how does this serve as **foreshadowing**?
8. When Lou Anne reveals to Skeeter that she suffers from depression, how is this an unexpected positive result from the writing of Skeeter's book?
9. When Aibileen is accused of stealing Hilly's silver, how was this **foreshadowed** earlier in the book?
10. When Aibileen gets the Miss Myrna job, how does this feel like a triumph for justice?

WRITING ACTIVITY *The Help* is narrated by Minny, Skeeter, and Aibileen. Which other character would you most like to narrate a chapter? Why?

PULLING IT ALL TOGETHER

WRITING ACTIVITY? In *The Help*, Stockett depicts the white society of Jackson as being suffocated by false values and dishonesty. Do you notice any false values and dishonesty in the society of today?

PANEL DISCUSSION Some people have criticized *The Help* as a "white savior" narrative, in which, instead of helping themselves, the black people need to be saved by a white person (who is incidentally younger than they are and relatively ignorant of their problems). Is this a fair criticism?

SENSITIVITY ISSUES

Some students may object to the above-mentioned "white savior" aspect of the book. It also raises issues of racism that some may find uncomfortable or upsetting

Name: _____

Date: _____

TRADE BOOK TEST

The Help

Kathryn Stockett

A. Thinking About *The Help*

Choose the best answer.

1. Before marrying Celia, Johnny was dating...

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> a. Skeeter. | <input type="checkbox"/> c. a civil rights activist. |
| <input type="checkbox"/> b. Lou Anne. | <input type="checkbox"/> d. Hilly. |

2. Skeeter's father earns his living by...

- | | |
|--|---|
| <input type="checkbox"/> a. running a cotton plantation. | <input type="checkbox"/> c. running a savings |
| <input type="checkbox"/> and loan. | <input type="checkbox"/> |
| b. serving as a state senator. | d. working in the oil industry. |

3. What does Yule May steal from Hilly?

- | | |
|------------------------------------|---|
| <input type="checkbox"/> a. silver | <input type="checkbox"/> c. a ring |
| <input type="checkbox"/> b. a pie | <input type="checkbox"/> d. fifty dollars |

4. What does Minny put in the pie she gives to Hilly?

- | | |
|------------------------------------|---|
| <input type="checkbox"/> a. feces | <input type="checkbox"/> c. hot sauce |
| <input type="checkbox"/> b. poison | <input type="checkbox"/> d. a stolen ring |

5. What is in the bottles Celia keeps upstairs and secretly drinks from?

- | |
|---|
| <input type="checkbox"/> a. scotch whisky |
| <input type="checkbox"/> |
| b. a miscarriage remedy |

☐ 7. How did Aibileen's son Treelore die?

- | |
|--|
| <input type="checkbox"/> a. He died in a |
| <input type="checkbox"/> work accident. |

☐
☐

6. The Miss Myrna column offers...

- | | |
|--|---|
| <input type="checkbox"/> a. dating tips. | <input type="checkbox"/> b. He was lynched. |
| <input type="checkbox"/> b. housekeeping advice. | <input type="checkbox"/> |

Name: _____

- c. medicinal opium
d. lemon soda
- c. He was stillborn.
d. He was killed in the war.
- c. political commentary.

d. cooking recipes.

TRADE BOOK TEST: THE HELP

Date: _____

8. Skeeter's mother turns out to be suffering from...
- ☐ a. depression. ☐ c. miscarriages.
☐ b. ulcers. ☐ d. cancer.
9. How is Leroy a bad husband to Minny?
- ☐ a. He left her. ☐ c. He beats her.
☐ b. He doesn't earn money. ☐ d. He won't let her work.
10. Hilly's campaign is about...
- ☐ a. separate bathrooms for black servants.
☐ b. voting rights for black citizens.
☐ c. separate schools for black children.
☐ d. higher wages for household help.

B. Recognizing Literary Elements and Techniques

Answer each

question below with the best term from the following list:

dialect, irony, characterization, foreshadowing, symbol.

11. What literary element is represented by Aibileen's use of phrases like "Sho nuff" and "one a my used-to-be babies"?

12. What literary element comes into play when Skeeter is hired to write a housekeeping column although she has never done any housework?

13. When Hilly falsely accuses Minny of stealing, and later does the same to

Name:

Aibileen,
this is an
example of

which literary element?

14. The mimosa tree functions as which literary element?

15. When we are shown that Minny behaves hot-headedly in a variety of situations, this is an example of which literary element?

TRADE BOOK TEST: THE HELP

Date:

C. Essay Questions

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

16. Write a brief essay comparing Jackson's white community and black community as depicted in *The Help*.

17. The black and white characters in *The Help* are divided by race lines to such a degree that at first they find it difficult to communicate at all. Do race lines still exist today? What are relations between black and white like now?

18. In *The Help*, Kathryn Stockett suggests that telling one's story truthfully can give a person the courage to change. How could story-telling have this transformative effect?

Name: