Unit 1: Short Stories: Reading Literature/Writing Narrative

Essential Questions:

- How do writers construct personal narratives based on real ideas, events, or observations?
- How do writers use narrative to convey purpose?

Focus Standards:

- RL.1.: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.2.: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.3. Analyze how an author unfolds an analysis or series of ideas and events, including order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
- RL.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- RL.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
- W.3: Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  b. Use narrative techniques such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
**Required Unit Objectives:**

1. Students will examine short stories for the purpose of reviewing literary devices and applying them to analysis. (R.1)

2. Students will use analytical skills when responding to questions regarding author purpose and use of literary devices. (R.3, R.5)

3. Students will read relevant news stories and essays and apply them to textual analysis. (RI.7)

4. Students will understand literary devices and apply knowledge to analysis (R.4).

- Theme
- Conflict
- Plot design
- Characterization
- Dialogue
- Point of View
- Figurative language
- Irony/satire
- Sound devices
- Structure/organization
- Sentence structure
- Tone
- Imagery
- SIFT analysis
- Rhetorical devices
- Inference
- Connotation/denotation

**Required Texts/Media (Choose a minimum of three from the list below)**

- "The Gift of the Magi" by O.Henry (This is in our text and is a suggested Exemplar text.)
- “The Scarlet Ibis” by James Hurst
- “There Will Come Soft Rain” by Ray Bradbury
- “The Sniper” by Liam O’Flaherty
- “X: A Fabulous Child’s Story” by Lois Gould
- “Harrison Bergeron” by Kurt Vonnegut
- “Where Have You Gone, Charming Billy?” by Tim O’Brien
- “The Lottery” by Shirley Jackson
- "Searching for Summer" by Joy Aiken
- "All Summer in Day" by Ray Bradbury
- "Desiree's Baby" by Kate Chopin
Unit 2: Reading Information/Writing Expository

Hope, Despair and Memory: NIGHT

Essential Question:

- How do we maintain hope in the face of despair?

Focus Standards: (RL.6,7) (RI.3,10) (W.2,4,5,7) (SL.1,2,3,6) (L.4c)

- RL. 6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States drawing on a wide reading of world literature
- RI.3 Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
- RI.10 Comprehend non fiction in the 9-10 text complexity band proficiently, with scaffolding as needed at the high school.
- W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry where appropriate: synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- SL. 1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own creatively and persuasively
- SL.2 Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility of each source.
- SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning and evidence to add interest.
- SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
- L.4c
Required Unit Objectives:

- Students will explore how author choice in *Night* creates empathy. (i.e. understatement, simile/metaphor, and the use of non-graphic imagery) (RL.5)
- Students will apply historical context of the Holocaust to the study of the memoir, *Night*
- Students will compare and contrast the effect of emotional emphasis on meaning between the audio and written versions of a text. (RL.7) (RI.7) (W.1a)
- Students will evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.3)
- Students will compare and contrast the author's ability to overcome adversity as presented in memoir (RI.6)

Suggested Lesson Objectives:

- Students will integrate multiple sources of information through audio and visual resources regarding the Holocaust. (SL.A1,2,3)
- Students will initiate and participate in discussions centered on themes and conflicts within the memoir. (SL.A 1)
- Students will understand pertinent vocabulary words in relation to the text and era. (L.4c)

Required Texts/Media:

- "Hope, Despair and Memory" p. 128 in the exemplar texts (RI.4,6)
- *Night* (RL.5)
- "First They Came for the Jews" (RL.7)
- Elie Wiesel's "Perils of Indifference" speech text and audio (RL.7) (RI.7)

Suggested Activities:

- Dialectic journal regarding themes (i.e. hope, faith, father/son relationships, man's inhumanity towards man, darkness) in the novel *Night* (W.10)
- Students complete pre-reading questions to establish prior knowledge and reading lens (W.3)
- Personal journal entries throughout memoir focusing on student reactions to situations Elie is presented with (W.3)
- View films that show a different side to the Holocaust (Miracle at Midnight, Life is Beautiful)
- View Band of Brothers "This is Why We Fight" to demonstrate a liberation of a camp
- Listen to Edward R. Murrow's report from the liberation of Buchenwald
- Complete definitions of vocabulary words
- Read and respond to "Through Their Eyes" which recounts an African American soldier's experience while liberating a camp (RI. A3)
• Complete geographical map of Europe during the Holocaust to establish that death camps were outside of Germany (RI.1)
• Listen to stories of those affected by the Holocaust at www.storycorps.org and create written responses to selected stories analyzing traits of those who survived

Unit 3: The Argument and The Art of Persuasion: Reading Literature/Writing Argument

Social Unrest and Civil Rights: TO KILL A MOCKINGBIRD

Essential Questions:

• What is the difference between persuasive writing and making an argument?
• What are the unique characteristics of persuasive/argumentative writing?
• What are the common components used in different forms of writing an argument?
• How does a writer use language to build, substantiate and sustain a credible thread of argument?
• What defines moral courage?
• Based on character actions, what are the sacrifices one must make to maintain personal integrity according to Harper Lee?
• How does Harper Lee paint poverty with a broad brush to address how all classes were universally impacted by the Great Depression?
• How does Harper Lee use symbolism to enhance the reader’s experience with the story?

Focus Standards: (RI 1,2,6,7,8,9,10) (RL.3,7,9) (W1,7) (SL.4,5)

• RI.1. Cite strong and thorough evidence to support analysis of what the text says explicitly
• RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text.
• RI.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
• RI.7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
• RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant
• RI.9: Analyze seminal U.S. documents of historical and literary significance , including how they address related themes and concepts.
• RI. 10: By the end of grade 9, read and comprehend literature , including stories, dramas and poems.

• RL.3: Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
• RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
• RL.9: Analyze how an author draws on and transforms source material in a specific work (note allusion to The Scarlet Letter in text).

• SL.4: Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.
• SL.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence to add interest.

• W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
• W.7: Conduct short as well as more sustained research projects to answer a question, or solve a problem; narrow or broaden the inquiry when appropriate: synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Required Unit Objectives:

• Students will understand and apply the components of argument writing to a piece of their own writing. (W1)
• Students will analyze speeches for the structure of their argument and how it applies to its effectiveness. (RI1,2,6,8,9)
• Compose a piece of persuasive writing in which students express their opinions on self-selected topics. (W1)
• Students express their opinions in a speech using digital media to enhance reasoning and add interest. (SL4)
• Students will compare/contrast the text and video versions of the "I Have a Dream" speech, arguing the merits and faults of each. (RI7,9)
• Explore the thematic connections among I Have a Dream, No. 49, and To Kill A Mockingbird. (RL2,7) (RI2,7,9) (W2)
• Students will compose a piece of writing that argues the relative moral courage displayed by a character in To Kill A Mockingbird using textual support. (RL1,3) (W1)
• Students will understand the climate of the south in the 1930s and analyze To Kill a Mockingbird through a historical lens. (RL1,2)
• Students will research historical and information based documents pertinent to To Kill a Mockingbird and write argument papers that take a position on the central conflicts from the time period ( RI.1, W1).
• Students will use textual evidence to support personal claims relating to the themes of gender and racial discrimination as well as social hierarchy and community responsibility in *To Kill a Mockingbird*. (RL1) (W1)
• Students will chronicle Scout’s journey from innocence to awareness, citing specific incidents that were instrumental in her growth.(RL3)
• Students will analyze the effects of Lee’s inclusion of dialect in the novel.
• Students will analyze passages from the novel to demonstrate the author's attitude towards racism and the Great Depression

**Required Texts/Media:**

- *To Kill a Mockingbird*
- Roosevelt, Franklin Delano, "Inaugural Address," (1933)
- I Am an American Day Address (RI 6,8,9) CCSS Exemplar Text
- I Have a Dream speech, video and written (to transition into unit) (RI7,9)
- Jacob Lawrence's No. 49 from The Migration of the Negro (RL7)

*complete novel for CP/H; excerpts for Academic

**Unit 4: Reading Information/Writing Expository**

**The Glass Castle**

**Essential Questions:**

- To what extent do our family members help to shape our identity?
- How important is it for individuals to stand up for what they believe in even if they are alone in doing so?
- How do challenges help us to mature and develop as individuals?
- Is it truly possible to accept and forgive our caregivers for their shortcomings?
- How do authors use personal stories to convey universal truths?

**Focus Standards:** (RI.2,3,5,10) (W.2,4,5) (SL.1,3)

- RI.3 Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
• RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
• RI.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
• RI.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
• RI.10: Comprehend non-fiction in the 9-10 text complexity band proficiently, with scaffolding as needed at the high school.
• W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
• W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
• W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
• SL.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own creatively and persuasively.
• SL.1.c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
• SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning and evidence to add interest.

Required Unit Objectives:

• Students will explore how author choice in *The Glass Castle* creates empathy. (i.e. understatement, simile/metaphor, and the use of non-graphic imagery)(RL.5)
• Students will apply cultural context to the study of the memoir, *The Glass Castle*
• Students will compare and contrast the effect of emotional emphasis on meaning between the audio and written versions of a text. (RL.7) (RI.7) (W.1a)
• Students will evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.(SL.3)
• Students will compare and contrast the author's ability to overcome adversity as presented in memoir (RI.6)

Suggested Lesson Objectives:

• Students will propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the
discussion; and clarify, verify, or challenge ideas and conclusions through interactive presentations (SL 1, 1.c).

- Students will initiate and participate in discussions centered on themes and conflicts within the memoir. (SL.A 1)
- Students will understand pertinent vocabulary words in relation to the text and era. (L.4c)

**Required Texts/Media:**
- *The Glass Castle*

**Unit 5: Reading Literature/Writing Argument**

**Power of Manipulation/The Crucible**

**Essential Questions:**

- How does Arthur Miller use the text to demonstrate the mass hysteria resulting from McCarthyism? (RL1, RL9, RI 6)
- How do the actions and dialogue of key characters demonstrate protest and free expression? (RL 1, 2, 3).
- How does Arthur Miller use the text to generate a sense of fear and urgency in the mind of the reader? (RL 5).
- How does Arthur Miller's *The Crucible* correlate with contemporary instances of witchcraft related hysteria around the world? (RL 6)
- Does Arthur Miller's perspective vary from text published in the 1950's to film produced in the 1990's? (RI 7)
- How do Arthur Miller's arguments in *The Crucible* pertain to current social issues? (WS1)
- How do artistic interpretations of American freedoms reflect central ideas of Miller's text? (WS 9)
- What circumstances need arise in order to allow for mob mentality to prevail?

**Focus Standards:** (RL 1, 2, 3, 4, 5, 7, 9) (RI 1, 2, 3, 4, 5, 6, 7, 8, 9) (L 3, 4, 5, 6) (S&L 1, 2, 3, 4, 5)

- RL.1.: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
• RL.2.: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
• RL.3. Analyze how an author unfolds an analysis or series of ideas and events, including order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
• RL.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
• RL.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
• RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
• RL.9: Analyze how an author draws on and transforms source material in a specific work (note allusion to *The Scarlet Letter* in text).

• RI.1. Cite strong and thorough evidence to support analysis of what the text says explicitly
• RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text.
• RI.3 Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
• RI.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
• RI.7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
• RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant
• RI.9: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
• SL.4: Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.
• SL.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning and evidence to add interest.
• W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
• W.7: Conduct short as well as more sustained research projects to answer a question, or solve a problem; narrow or broaden the inquiry when appropriate: synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Required Unit Objectives:**
• Students will be able to read, understand and appreciate the power and importance of a play.
• Students will be able to define related content vocabulary.
• Students will be able to understand and identify logical fallacies (RL3).
• Students will be able to create a presentation centered on the presence of logical fallacies in The Crucible (SL 1, 2, 3, 5, 6).
• Students will be able to analyze author's intent.
• Students will be able to synthesize historical events and data associated with McCarthyism and the production of The Crucible.
• Students will be able to assess the impact that religion played in 1692 Salem, Massachusetts, and recognize the allegorical implications of Arthur Miller’s use of the witch trials to parallel life in the 1950s.
• Students will be able to evaluate the causes of mob mentality (in both 1692 and the 1950s) and evaluate the role that fear has played in generating mass hysteria in and throughout American history.

**Required Texts/Media:**

- *The Crucible*
- *The Crucible* (Film)

**Suggested Texts/Media:**

*Elizabeth* (Film)

**Unit 6: Reading Literature/Writing Narrative**

**Fate and Free Will: Romeo and Juliet**

**Essential Question:**

- How does William Shakespeare use *Romeo and Juliet* to narrate his perspective on the role that fate and free will play in our lives?
- Who or what are to blame for the tragic deaths of Romeo and Juliet?
- How do Shakespeare’s myriad characters develop during the course of the play and how do they advance the plot or develop the theme?
- How have film directors adapted this play to keep up with an evolving audience (sexually, artistically, emotionally and socially)?
Focus Standards: (RL 3, 4, 5, 6, 7, 9) (RI.2, 3, 8) (W.3, 4, 5) (SL.1, 2, 3) (L.1, 2, 4, 6)

- RL.3: Analyze how an author unfolds an analysis or series of ideas and events, including order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
- RL.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- RL.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
- RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text.
- RI.3: Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
- RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant.
- W.3: Write narrative to develop real or imagined experiences or event using effective technique, well-chosen details, and well-structured event sequences.
  a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  b. Use narrative techniques such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- SL. 1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own creatively and persuasively.
- SL.2 Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility of each source.
- SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning and evidence to add interest.

Required Unit Objectives:
Identify how literary devices (simile, metaphor, imagery) in Romeo and Juliet enhance the overall meaning of the text. (RL.4)
Understand and apply Aristotle's definition of tragedy to the text. (RI.2,3)
Explain how the other works studied exemplify the term "tragedy" as defined by Aristotle. (W.2)
Identify the elements of tragedy and apply them in order to compare their function in Romeo and Juliet and West Side Story. (RL9)
Discuss the concept of free will vs fate in Romeo and Juliet. (SL1)
Student will employ parallel structure and other conventions of standard English and usage when writing an essay (L.1,2)
Student will acclimate themselves with the Elizabethan period including background of Shakespeare's life and times. (D.10.A, B 3.C)
Students will compare and contrast modern adolescent angst with that of Romeo and Juliet

Suggested Lesson Objectives:

- SW explain the structure of the plot of Romeo and Juliet and describe the dramatic techniques used to advance it.
- SW trace the development of major and minor characters and explain how characterization advances plot or theme.
- SW will explore the SNL parody of West Side Story in order to determine the components and structure of comedy.
- SW create and perform their own parody of a selected scene from Romeo and Juliet.
- SW speculate how Aristotle may have delineated the key components of comedy.
- SW analyze roles of Friar Laurence and the nurse as enablers.
- SW analyze significance of impetuous decisions made by Romeo and Juliet, including suicide, to determine role of personal responsibility.
- SW analyze discrepancies in gender expectations of the time period.
- SW discuss the role that the absent parent played in the actions of Romeo and Juliet.
- Identify the role that status, wealth, and property have on the actions of the characters.
- SW demonstrate knowledge of sonnet and iambic pentameter while composing a Shakespearean sonnet
- Students will investigate the appropriateness of Friar Laurence and the Nurse’s roles in the secret wedding of Romeo and Juliet.

Required Texts/Media:

- Excerpt on Comedy and Tragedy by Aristotle (RI8)
- Romeo & Juliet (W2) (RL3,4)
- Selected scenes from West Side Story (compare/contrast) (RL9)
- Selected scenes from Romeo and Juliet films (Zefferelli and Luhrmann).
Suggested Texts/Media:

- SNL parody/spoof of West Side Story (text and video)
- Selected scenes from Shakespeare in Love (RL 9)
- Printable text of entire play with highlighted passages and definition

Unit 7- Optional Culminating Unit (transition to sophomore year)

Essential Question:

- How does poetry reflect the poet’s life and times?
- How does a poet manipulate language to create meaning?

Focus Standards: (RL.1,2,4,5,6) (RI.1,2) (W.7,8,9)

Required Unit Objectives:

- Cite strong and thorough textual evidence to support analysis of a poem (RL.1)
- Determine a theme or central idea in a poem and analyze in detail its development over the course of the poem (RL.2)
- Analyze word choice and the figurative and connotative meaning and their impact on meaning and tone in a poem (RL.4)
- Draw connections between literary content and historical and biographical context (RI.1,2) (W.7,8,9)
- Identify the impact of a poem's structure and organization on its meaning and tone (RL.5)

Suggested Activities:

- Whole class analysis and discussion of "The World is Too Much With Us" through bio, historical, and literary lenses.
- Group analysis of a chosen poem and presentation of findings (see resource)

Required Texts/Media:
• "The World is Too Much With Us" by Wordsworth (bio, historical, literary)
• Additional poems (as selected by teacher) from a wide variety of world literature