

**ENGLISH/LANGUAGE ARTS: GRADE 11****Grade:** 11**Academic Standard:** 11.1**Academic Standard Indicator:** 11.1.1**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Vocabulary and Concept Development: Understand unfamiliar words that refer to characters or themes in literature or history.

**Suggestion for Integrating International Content:** Have students find out the literary sources of terms in British literature. Then have them write short paragraphs describing the “force” that such literary allusions provide when they are used in texts. *Examples:* *Utopian/dystopian; Orwellian; newspeak; a King Lear-like figure.*

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**Grade:** 11**Academic Standard:** 11.2**Academic Standard Indicator:** 11.2.1**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Structural Features of Informational and Technical Materials: Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

**Suggestion for Integrating International Content:** Have students watch the famous October 1960 United Nations General Assembly speech by Nikita Khrushchev and analyze how meaning and response can be manipulated through rhetorical devices and presentation, even though it is in a foreign language. *Extension:* Have them also evaluate the translator’s attempts to capture the essence of Khrushchev’s speech. *Suggested resource:* <http://www.youtube.com/watch?v=8Xv7z5h7yBQ>.

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**Grade:** 11**Academic Standard:** 11.2**Academic Standard Indicator:** 11.2.2**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

**Suggestion for Integrating International Content:** Have students analyze the reporting of a major world event in English language international newspapers from different countries. *Example:* Compare the Egyptian coverage of the 9/11 terrorist attack with that of the British press, looking at the repetition of key terms and ideas throughout and how they affect the meaning from the perspective of these countries. *Suggested resources:* <http://www.inkdrop.net/dave/news.html>; <http://www.world-newspapers.com/>; [http://en.wikipedia.org/wiki/Category:English-language\\_newspapers](http://en.wikipedia.org/wiki/Category:English-language_newspapers).

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**Grade:** 11**Academic Standard:** 11.2**Academic Standard Indicator:** 11.2.3**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.

**Suggestion for Integrating International Content:** Have students read about driving in Germany and identify facts that are different from their own driving experiences in Indiana. *Extension:* Compare the type of information found on the German website to the documents offered by the State of Indiana on highway safety. *Suggested resources:* <http://www.german-way.com/driving.html>; <http://www.ghsa.org/html/stateinfo/bystate/in.html>.

**Grade:** 11

**Academic Standard:** 11.2

**Academic Standard Indicator:** 11.2.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analyze an author's implicit and explicit assumptions and beliefs about a subject.

**Suggestion for Integrating International**

**Content:** Have students explore the beliefs of Mahatma Gandhi using online resources.

**Extension:** Have students contrast Gandhi's beliefs to those of comparable American religious and political leader Martin Luther King, Jr. **Suggested resource:**

<http://www.mkgandhi.org/articles/articleindex.htm>.

**Grade:** 11

**Academic Standard:** 11.3

**Academic Standard Indicator:** 11.3.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analysis of Grade-Level-Appropriate Literary Text: Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**Suggestion for Integrating International**

**Content:** Have students read Rebecca Stuhr's 18-page plot synopsis (Chapter 4) in her book, *Reading Khaled Hosseini* (Macmillan, 2009), of the Afghan-American author's 2007 novel, *A Thousand Splendid Suns*. Then have students write essays on the theme of women and their place in traditional Afghan society. **Suggested resource:** Chapter 4 of Stuhr's book is available online in almost complete preview form at Google Books.

**Grade:** 11

**Academic Standard:** 11.3

**Academic Standard Indicator:** 11.3.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analyze or evaluate works of literary or cultural significance in history (American, English, or world) that: (1) reflect a variety of

genres in each of the respective historical periods; (2) were written by important authors in the respective major historical periods; (3) reveal contrasts in major themes, styles, and trends; (4) reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.

**Suggestion for Integrating International**

**Content:** Have students watch the film *Das Boot* directed by Wolfgang Petersen (1981), which shows how members of the German military themselves questioned the wisdom of launching World War II. Have them research how members of the U.S. military have similarly questioned U.S. involvement in various recent wars in the 20<sup>th</sup> and 21<sup>st</sup> centuries.

**Grade:** 11

**Academic Standard:** 11.3

**Academic Standard Indicator:** 11.3.6

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analyze the way in which authors have used archetypes (original models or patterns, such as best friend, champion, crusader, free spirit, nurturer, outcast, tyrant, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings.

**Suggestion for Integrating International**

**Content:** Have students choose an excerpt from *Cry the Beloved Country* by Alan Paton (Scribner, 1948; paperback ed., 2003) that shows the relationship of father and son in this South African novel during the apartheid period. Have students focus on how each character can be viewed as a crusader, champion, or outcast within this relationship.

**Grade:** 11

**Academic Standard:** 11.4

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).

**Suggestion for Integrating International**

**Content:** Have students examine models of different approaches to writing. *Example:* Writers in the U.S. typically base their work on the five-paragraph essay, whereas in another culture, they might have a deductive reasoning approach with radically different paradigms. *Suggested resource:* *Contrastive Rhetoric: Cross-Cultural Aspects of Second Language Writing* by Ulla Connor (Cambridge University Press, 1996).

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**Grade:** 11

**Academic Standard:** 11.4

**Academic Standard Indicator:** 11.4.2

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.

**Suggestion for Integrating International**

**Content:** After watching a wartime speech by Soviet leader Joseph Stalin (with subtitles), have students write a short analysis pointing out dramatic elements of the speech that make it convincing. *Suggested resource:* <http://www.popmodal.com/video/4103/Stalin-speech--November-7-1941English-subtitles>.

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**Grade:** 11

**Academic Standard:** 11.4

**Academic Standard Indicator:** 11.4.8

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.

**Suggestion for Integrating International**

**Content:** Have students sign up for a diigo account and use this social bookmarking site to organize and tag websites primarily devoted to the careers of foreign literary figures. *Suggested resource:* <http://www.diigo.com>. *Extension:* Have students link this activity to corresponding time frames in American literature.

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**Grade:** 11

**Academic Standard:** 11.7

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or**

**Indicator):** Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

**Suggestion for Integrating International**

**Content:** Have students analyze different cultural norms and practices in other countries regarding interviews and workplace interactions. *Example:* Americans tend to exaggerate their work skills and abilities when it comes to being interviewed, whereas the English are more often humble and undersell their abilities.

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**Grade:** 11

**Academic Standard:** 11.7

**Academic Standard Indicator:** 11.7.4

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Use logical (causality, appeal to authority), ethical, and emotional appeals that enhance a specific tone and purpose.

**Suggestion for Integrating International**

**Content:** Have students listen to a short speech from Soviet leader Joseph Stalin addressing his own people after their defeat of the Nazis. Have students consider Stalin's use of logical and emotional appeals to see how many can be identified even in this short speech. *Suggested resource:* <http://www.youtube.com/watch?v=IkCXtMHCUTc>.

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**Grade:** 11

**Academic Standard:** 11.7

**Academic Standard Indicator:** 11.7.12

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Critique a speaker’s use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.

**Suggestion for Integrating International**

**Content:** Have students watch one of the important post-World War II speeches, “Sinews of Peace” - also known as the “Iron Curtain” speech - delivered by Sir Winston Churchill on March 5, 1946 at Westminster College in Fulton, Missouri. Have them analyze in particular the final passages which warn of the impending “iron curtain” - his coinage - that will drop across Europe and the sequence of facts that Churchill uses to build his case for world security. *Suggested resources:*

<http://www.youtube.com/watch?v=jvax5VUvjWQ> for a 5-minute video extract of the speech; <http://www.hpol.org/churchill/> for the transcript of the complete speech.

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