

PRENTICE HALL
LITERATURE



THE AMERICAN EXPERIENCE

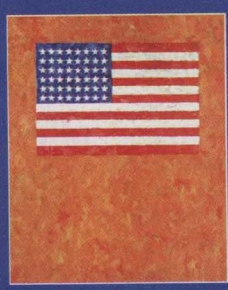
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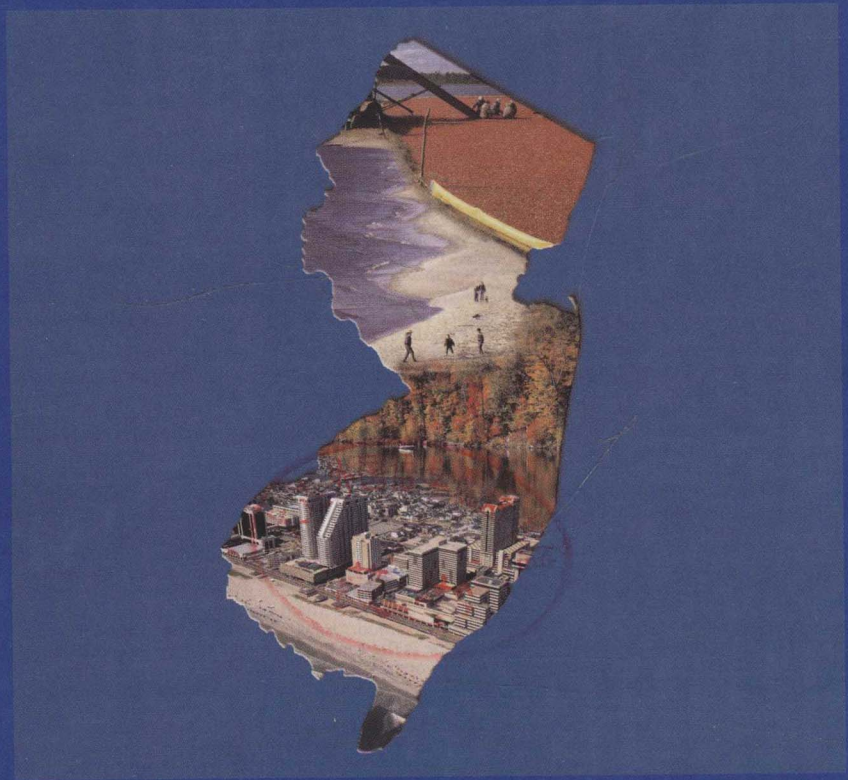
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PRENTICE HALL LITERATURE



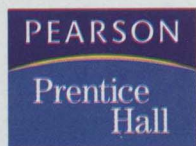
P E N G U I N  E D I T I O N



Upper Saddle River, New Jersey
Boston, Massachusetts

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(Continued on page R61, which is hereby considered an extension of this copyright page.)

CONTRIBUTING AUTHORS

The contributing authors guided the direction and philosophy of *Prentice Hall Literature: Penguin Edition*. Working with the development team, they helped to build the pedagogical integrity of the program and to ensure its relevance for today's teachers and students.

Kate Kinsella

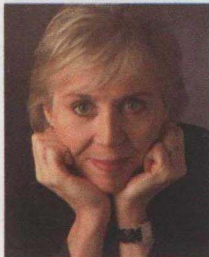


Kate Kinsella, Ed.D. is a teacher educator in the Department of Secondary Education at San Francisco State University. She teaches coursework addressing academic language and literacy development in linguistically and culturally diverse classrooms. She maintains secondary classroom involvement by teaching an academic literacy class for

adolescent English learners through the University's Step to College Program. She publishes and provides consultancy and training nationally, focusing upon responsible instructional practices that provide second language learners and less proficient readers in grades 4-12 with the language and literacy skills vital to educational mobility.

Dr. Kinsella is the program author for *Reading in the Content Areas: Strategies for Reading Success*, published by Pearson Learning and the lead program author for the 2002 Prentice Hall secondary language arts program *Timeless Voices: Timeless Themes*. She is the co-editor of the *CATESOL Journal* (CA Assn. of Teachers of ESL) and serves on the editorial board for the *California Reader*. A former Fulbright scholar, Dr. Kinsella has received numerous awards, including the prestigious Marcus Foster Memorial Reading Award, offered by the California Reading Association in 2002 to a California educator who has made a significant statewide impact on both policy and pedagogy in the area of literacy.

Sharon Vaughn

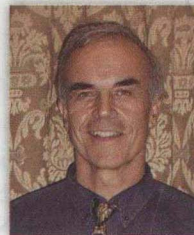


Sharon Vaughn, Ph.D., is the H.E. Hartfelder/The Southland Corporation Regents Professor at the University of Texas and also director of the Vaughn Gross Center for Reading and Language Arts at the University of Texas (VGCRLA). As director of the VGCRLA, she leads more than five major initiatives, including The Central Regional Reading First

Technical Assistance Center; the Three-Tier Reading Research Project; a bilingual-biliteracy (English/Spanish) intervention research study; the first through fourth grade Teacher Reading Academies that have been used for teacher education throughout Texas and the nation; and the creation of online professional development in reading for teachers and other interested professionals.

Dr. Vaughn has published more than ten books and over one hundred research articles. She is Editor in Chief of the *Journal of Learning Disabilities* and serves on the editorial board of more than ten research journals, including the *Journal of Educational Psychology*, the *American Educational Research Journal*, and the *Journal of Special Education*.

Kevin Feldman



Kevin Feldman, Ed.D. is the Director of Reading and Intervention for the Sonoma County Office of Education and an independent educational consultant. He publishes and provides consultancy and training nationally, focusing upon improving school-wide literacy skills as well as targeted interventions for struggling readers, special needs students and second

language learners. Dr. Feldman is the co-author of the California Special Education Reading Task Force report and the lead program author for the 2002 Prentice Hall secondary language arts program *Timeless Voices: Timeless Themes*. He serves as technical consultant to the California Reading and Literature Project and the CalSTAT State Special Education Improvement Project. Dr. Feldman has taught for nineteen years at the university level in Special Education and Masters' level programs for the University of California, Riverside and Sonoma State University.

Dr. Feldman earned his undergraduate degree in Psychology from Washington State University and has a Masters Degree from UC Riverside in Special Education, Learning Disabilities and Instructional Design. He has an Ed.D. from the University of San Francisco in Curriculum and Instruction.

Differentiated Instruction Advisor Don Deshler



Don Deshler, Ph.D., is the Director of the Center for Research on Learning (CRL) at the University of Kansas. Dr. Deshler's expertise centers on adolescent literacy, learning strategic instruction, and instructional strategies for teaching content area classes to academically diverse classes. He is the author of *Teaching Content to All:*

Evidence-Based Inclusive Practices in Middle and Secondary Schools, a text that presents the instructional practices that have been tested and validated through his research at CRL.



UNIT AUTHORS

An award-winning contemporary author hosts each unit in each level of *Prentice Hall Literature: Penguin Edition*. In the upper-level courses, some of these authors are renowned scholars or translators, while others are famous for their own contributions to literature. All of these authors serve as guides for your students, helping to introduce the period or culture covered in a unit, discussing the work of a traditional author or their own work or translation, and revealing their own writing processes. Following are the featured unit authors who guide students for *The American Experience*.



Susan Power (b. 1961)

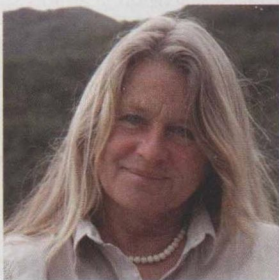
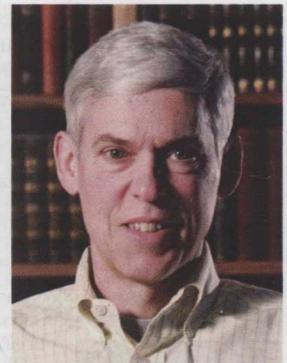
Unit 1: A Gathering of Voices (Beginnings to 1750)

Native American novelist Susan Powers is the ideal guide for this unit. She discusses the oral tradition and introduces her own work in relation to traditional Native American selections. Of Dakota Sioux heritage, Ms. Power won the PEN/Hemingway Award for First Novel for *The Grass Dancer*.

William L. Andrews (b. 1946)

Unit 2: A Nation Is Born (1750–1800)

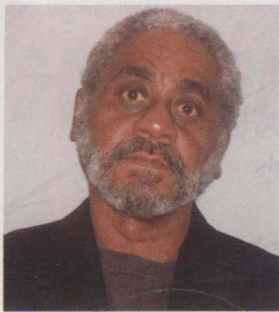
Professor William L. Andrews, who studies the links between white and black writers in the formation of American literature, is well suited to introduce this unit and the work of Olaudah Equiano. Holder of a named chair at the University of North Carolina, Professor Andrews is a co-editor of *The Norton Anthology of African American Literature*.



Gretel Ehrlich (b. 1946)

Unit 3: A Growing Nation (1800–1870)

Gretel Ehrlich, one of the best essayists writing on nature today, is the perfect choice to introduce this unit and the work of Thoreau. Ehrlich's books have received many prizes, including the Harold D. Vursell Award from the American Academy of Arts and Letters. *Newsday* called her essays in *The Solace of Open Spaces* "stunning."



Charles Johnson (b. 1948)

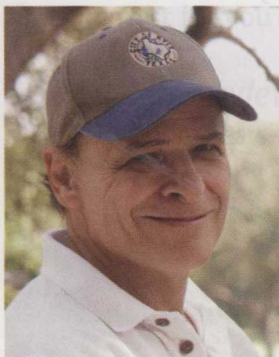
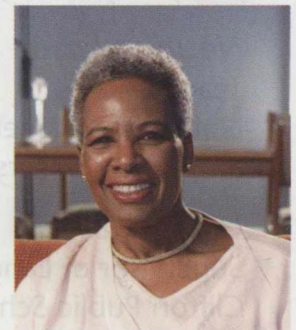
Unit 3: A Growing Nation (1800–1870)

Charles Johnson's versatility and individualism would have delighted Emerson, the author whom he introduces. Johnson, who in high school was influenced by Emerson's essays, is the author of the novel *Middle Passage*, a National Book Award winner, as well as screenplays and works of philosophy.

Nell Irvin Painter (b. 1942)

Unit 4: Division, Reconciliation, and Expansion (1850–1914)

Nell Irvin Painter introduces this unit and the work of Sojourner Truth. Her qualifications include her award-winning books *Standing at Armageddon*, which focuses on the time period covered by this unit, and *Sojourner Truth, A Life, A Symbol*. Currently the Edwards Professor of American History at Princeton University, Ms. Painter was the Director of Princeton's Program in African-American Studies from 1997 to 2000.



Tim O'Brien (b. 1946)

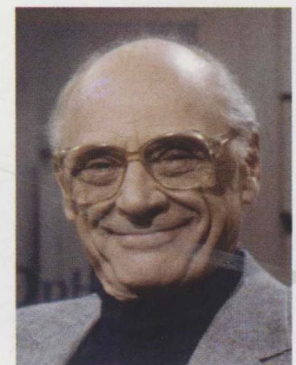
Unit 5: Disillusion, Defiance, and Discontent (1914–1946)

One of the best novelists writing today, Tim O'Brien pays homage to authors from this unit that he first read in high school. He also introduces his story "Ambush," which builds on the work of early twentieth-century writers as it explores themes arising from wartime experience. Mr. O'Brien's novel *Going After Cacciato* won the National Book Award, and *The Things They Carried*, from which "Ambush" comes, was a Pulitzer Prize finalist.

Arthur Miller (1915–2005)

Unit 6: Prosperity and Protest (1946–Present)

Arthur Miller, whose play *The Crucible* is a major selection in the unit, introduces both the unit and the play. Widely regarded as a great American playwright, Miller discusses theater's contribution to society and provides personal and historical background on the writing of *The Crucible*. Among other honors, Miller received a Pulitzer Prize for *Death of a Salesman*, a Tony Award for lifetime achievement, and a National Medal of the Arts.



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New Jersey

Academic Achievement Handbook

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***Your Guide to NJ Standards and Testing* NJ 26**

A guide to your Core Curriculum Content Standards
and how they pertain to the HSPA

***New Jersey Core Curriculum Content Standards* NJ 27**

A complete listing of this year's Core Curriculum
Content Standards for Language Arts Literacy

***Language Arts Literacy* NJ 33**

Writing to Speculate

A sample prompt for you to practice as well
as a checklist for you to follow as you write

***HSPA Skills Review* NJ 35**

A series of brief tests that review reading skills
covered in each unit of *Prentice Hall Literature*

Your Guide to New Jersey Standards and Testing

What are the Core Curriculum Content Standards?

The New Jersey Core Curriculum Content Standards for Language Arts Literacy outline what you are expected to learn each year. Your teachers are responsible for helping you master all of the Core Curriculum Content Standards for Language Arts Literacy. Below is a sample Core Curriculum Content Standard as well as a question that tests your understanding of the standard.

SAMPLE STANDARD

R.3.1.G.1 Identify, describe, evaluate and synthesize the central ideas in informational texts.

Standards Groupings

To help you better understand the Core Curriculum Content Standards, they've been assigned names and abbreviations that relate to what they cover. For example, Standard 3.1 covers the area of **Reading**, so it's been assigned the code **R** to make it a bit more clear.

As a student in New Jersey, your reading, writing, listening, viewing, and speaking skills will be tested in grade 11. This test is called the **New Jersey High School Proficiency Assessment (HSPA)**. This exam includes a writing assessment, which will require an extensive written response to written and picture prompts.

SAMPLE QUESTION

1. How does the speaker most likely feel about his actions?

- A. proud
- B. satisfied
- C. regretful
- D. indifferent

(R.3.1.G.1)

Coastal scene at Island Beach, New Jersey



Core Curriculum Content Standards

The following pages list the New Jersey High School Core Curriculum Content Standards for Language Arts Literacy.

R.3.1: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

R Reading

R.3.1.A Concepts About Print

R.3.1.B Phonological Awareness

R.3.1.C Decoding and Word Recognition

R.3.1.D Fluency

- R.3.1.D.1** Read developmentally appropriate materials at an independent level with accuracy and speed.
- R.3.1.D.2** Use appropriate rhythm, flow, meter and pronunciation when reading.
- R.3.1.D.3** Read a variety of genres and types of text with fluency and comprehension.

R.3.1.E Reading Strategies

- R.3.1.E.1** Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.
- R.3.1.E.2** Practice visualizing techniques before, during and after reading to aid in comprehension.
- R.3.1.E.3** Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.

R.3.1.F Vocabulary and Concept Development

- R.3.1.F.1** Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.
- R.3.1.F.2** Use knowledge of root words to understand new words.
- R.3.1.F.3** Apply reading vocabulary in different content areas.

Key to Standard Codes

- R** Reading (3.1)
- W** Writing (3.2)
- S** Speaking (3.3)
- L** Listening (3.4)
- V** Viewing and
Media Literacy
(3.5)

Core Curriculum Content Standards (continued)

R.3.1.G Comprehension Skills and Response to Text

- R.3.1.G.1** Identify, describe, evaluate and synthesize the central ideas in informational texts.
- R.3.1.G.2** Understand the study of literature and theories of literary criticism.
- R.3.1.G.3** Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition.
- R.3.1.G.4** Compare and evaluate the relationship between past literary traditions and contemporary writing.
- R.3.1.G.5** Analyze how works of a given period reflect historical and social events and conditions.
- R.3.1.G.6** Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.
- R.3.1.G.7** Interpret how literary devices affect reading emotions and understanding.
- R.3.1.G.8** Analyze and evaluate the appropriateness of diction and figurative language.
- R.3.1.G.9** Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.
- R.3.1.G.10** Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
- R.3.1.G.11** Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
- R.3.1.G.12** Demonstrate familiarity with everyday texts such as job and college applications, W2 forms and contracts.
- R.3.1.G.13** Read, comprehend, and be able to follow information gained from technical and instructional manuals.

R.3.1.H Inquiry and Research

- R.3.1.H.1** Select appropriate electronic media for research and evaluate the quality of information received.
- R.3.1.H.2** Develop materials for a portfolio that reflect a specific career choice.
- R.3.1.H.3** Develop increased ability to critically select works to support a research topic.
- R.3.1.H.4** Read and critically analyze a variety of works, including books and other print materials, about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.
- R.3.1.H.5** Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.
- R.3.1.H.6** Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.

Core Curriculum Content Standards (continued)

W.3.2: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

W Writing

W.3.2.A Writing as Process

- W.3.2.A.1** Engage in the full writing process by writing daily and for sustained amounts of time.
- W.3.2.A.2** Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.
- W.3.2.A.3** Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.
- W.3.2.A.4** Review and edit work for spelling, usage, clarity and fluency.
- W.3.2.A.5** Use the computer and word processing software to compose, revise, edit, and publish a piece.
- W.3.2.A.6** Use a scoring rubric to evaluate and improve own writing and the writing of others.
- W.3.2.A.7** Reflect on own writing and establish goals for growth and improvement.

W.3.2.B Writing as Product

- W.3.2.B.1** Analyze characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.
- W.3.2.B.2** Critique published works for authenticity and credibility.
- W.3.2.B.3** Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.
- W.3.2.B.4** Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.
- W.3.2.B.5** Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique or position paper.
- W.3.2.B.6** Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.
- W.3.2.B.7** Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media.
- W.3.2.B.8** Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.
- W.3.2.B.9** Provide compelling openings and a strong closure to written pieces.
- W.3.2.B.10** Employ relevant graphics to support a central idea.
- W.3.2.B.11** Use the responses of others to review content, organization and usage for publication.
- W.3.2.B.12** Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

Core Curriculum Content Standards (continued)

W.3.2.C Mechanics, Spelling, and Handwriting

- W.3.2.C.1** Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.
- W.3.2.C.2** Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.
- W.3.2.C.3** Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.
- W.3.2.C.4** Use transition words to reinforce a logical progression of ideas.
- W.3.2.C.5** Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.
- W.3.2.C.6** Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.
- W.3.2.C.7** Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
- W.3.2.C.8** Write legibly in manuscript or cursive to meet district standards.

W.3.2.D Writing Forms, Audiences and Purposes

- W.3.2.D.1** Employ the most effective writing formats and strategies for the purpose and audience.
- W.3.2.D.2** Demonstrate command of a variety of writing genres, such as persuasive essay, personal narrative, research report, literary research paper, descriptive essay, critique, response to literature, parody of a particular narrative style, poetry.
- W.3.2.D.3** Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.
- W.3.2.D.4** Apply all copyright laws to information used in written work.
- W.3.2.D.5** When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence and forms, such as headings and subtitles.
- W.3.2.D.6** Compile and synthesize information for everyday and workplace purposes, such as job application, resumes, business letters, and college applications.
- W.3.2.D.7** Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.
- W.3.2.D.8** Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

S.3.3: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

S Speaking

S.3.3.A Discussion

- S.3.3.A.1** Support a position integrating multiple perspectives.
- S.3.3.A.2** Support, modify, or refute a position in small or large group discussions.
- S.3.3.A.3** Assume leadership roles in student-directed discussion, projects and forums.
- S.3.3.A.4** Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.

Core Curriculum Content Standards (continued)

S.3.3.B Questioning and Contribution

- S.3.3.B.1** Ask prepared and follow-up questions in interviews and other discussions.
- S.3.3.B.2** Extend peer contributions by elaboration and illustration.
- S.3.3.B.3** Analyze, evaluate and modify group processes.
- S.3.3.B.4** Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.
- S.3.3.B.5** Question critically the position or viewpoint of an author.
- S.3.3.B.6** Respond to audience questions by providing clarification, illustration, definition, and elaboration.
- S.3.3.B.7** Participate actively in panel discussion, symposiums, and/or business meeting formats.

S.3.3.C Word Choice

- S.3.3.C.1** Modulate tone and clarify thoughts through word choice.
- S.3.3.C.2** Improve word choice by focusing on rhetorical devices.

S.3.3.D Oral Presentation

- S.3.3.D.1** Speak for a variety of purposes.
- S.3.3.D.2** Use a variety of organizational strategies.
- S.3.3.D.3** Demonstrate effective delivery strategies when speaking.
- S.3.3.D.4** Edit drafts of speeches independently and in peer discussions.
- S.3.3.D.5** Modify oral communications through sensing audience confusion and make impromptu revisions in an oral presentation.
- S.3.3.D.6** Use a rubric to self-assess and improve oral presentations.

L.3.4: All students will listen actively to information from a variety of sources in a variety of situations.

L Listening

L.3.4.A Active Listening

- L.3.4.A.1** Explore and reflect on ideas while hearing and focusing attentively.
- L.3.4.A.2** Listen skillfully to distinguish emotive and persuasive rhetoric.
- L.3.4.A.3** Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.

L.3.4.A Listening Comprehension

- L.3.4.B.1** Listen to, summarize, make judgments, and evaluate speech.
- L.3.4.B.2** Evaluate the credibility of a speaker.
- L.3.4.B.3** Determine when propaganda and argument are used in oral forms.
- L.3.4.B.4** Listen and respond appropriately to a debate.

Every picture tells a story, but the stories we see may be different. Look closely at the picture. What story is it telling? Use your imagination and experience to speculate what the story is about or to describe what is happening. Write your answer on a separate piece of paper.

Core Curriculum Content Standards (continued)

V.3.5: All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

V Viewing and Media
Literacy

V.3.5.A Constructing Meaning

- V.3.5.A.1** Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
- V.3.5.A.2** Identify and evaluate how a media product expresses the values of the culture that produced it.
- V.3.5.A.3** Identify and select media forms appropriate for the viewer's purpose.

V.3.5.B Visual and Verbal Messages

- V.3.5.B.1** Analyze media for stereotyping.
- V.3.5.B.2** Compare and contrast three or more media sources.

V.3.5.C Living with Media

- V.3.5.C.1** Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture.
- V.3.5.C.2** Determine influences on news media based on existing political, historical, economical, and social contexts.
- V.3.5.C.3** Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.



Language Arts Literacy

Writing to Speculate



Every picture tells a story, but the stories we see may be different. Look closely at the picture. What story is it telling? Use your imagination and experience to speculate what the story is about or to describe what is happening. Write your answer on a separate piece of paper.

CHECKLIST: Responding to Picture Prompt

Does my narrative...

- ☐ Strongly relate to the picture?
- ☐ Begin by establishing where and when the story takes place?
By indicating who the story is about?
- ☐ Develop characters that are believable?
- ☐ Tell a complete story (series of interrelated events, including conflict and resolution)?
- ☐ Remain consistent in point of view (first- or third-person)?
- ☐ Include dialogue that is relevant and meaningful? that is correctly punctuated and capitalized? *
- ☐ Include appropriate imagery and clear figurative language?
- ☐ Reflect risk-taking? **

* Caution: Use **dialogue**; however, do not include so much dialogue that you do not have enough time to complete the writing task.

** **Risk-taking** is used to describe choices like the use of figurative language, vivid language, varied sentence structure, changes in time and place, onomatopoeia, a dramatic opening and closing, etc.