

# Core program table of contents





### Dahl & Narrative

Students begin with narrative writing and then apply their new observational focus to some lively reading from Roald Dahl’s memoir *Boy*.

- *Boy: Tales of Childhood* by Roald Dahl
- *The Story of My Life* by Hellen Keller
- *The Secret Garden* by Frances Hodgson Burnett



### Mysteries & Investigations

Students read stories about the yellow fever and Sherlock Holmes, then develop their own hypotheses by cataloging various theories and exploring details and clues.

- *The Secret of the Yellow Death: A True Story of Medical Sleuthing* by Suzanne Jurmain
- *Fever 1793* by Laurie Halse Anderson
- “The Speckled Band” and “The Red-Headed League” by Sir Arthur Conan Doyle
- “Yellow Fever Circles Brazil’s Huge Cities” by Shasta Darlington and Donald G. McNeil Jr., *New York Times* (2018)
- “Young Goodman Brown” by Nathaniel Hawthorne
- “A Mysterious Visit” by Mark Twain



### The Chocolate Collection

Students conduct independent research to better understand the strange and wonderful range of roles that chocolate has played throughout history.

- *Chocolat* by Joanne Harris
- *The Dharma Bums* by Jack Kerouac
- “Is It Fair to Eat Chocolate?” by Deborah Dunn, *Skipping Stones* (Nov./Dec. 2008)
- “Pilot Dropped Candy Into Hearts of Berlin,” *ABC News* (July 2008)
- “Can Chocolate Be Good for My Health?” by Katherine Zeratsky, *MayoClinic.org* (Feb. 2012)
- “The Tropics” from *The Story of Chocolate* by the Chocolate Council of the National Confectioners Association
- “The Sweet Lure of Chocolate” by Jim Spadaccini, *Exploratorium Magazine Online*
- “Good Harvest” by Karen E. Lange, *All Animals* (Sept. 2011)
- “Eat More Chocolate, Win More Nobels?” by Karl Ritter and Marilyn Marchione, *Associated Press* (Oct. 2012)
- “Prehistoric Americans Traded Chocolate for Turquoise?” by Christine Dell’Amore, *National Geographic News* (March 2011)
- “Dark Chocolate: A Bittersweet Pill to Take” by Mary Brophy Marcus, *USA Today* (Dec. 2006)
- *Appendix C Statement from Labor in Portuguese West Africa* by William A. Cadbury (1910)
- *The Autobiography of Benjamin Franklin* by Benjamin Franklin
- *Life on the Mississippi* by Mark Twain
- *A History of US: Book 10: All the People 1945-2001* by Joy Hakim



## The Greeks

Using the Greek myths, students move from considering the state of a single person to contemplating broader questions concerning the role people play in the world and the various communities they inhabit within it.

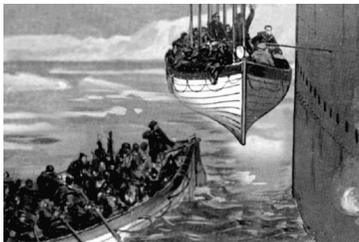
- ***Heroes, Gods and Monsters of the Greek Myths*** by Bernard Evslin
- ***The Odyssey*** by Homer, translated by E.V. Rieu
- ***Tales from Ovid*** by Ted Hughes
- ***The Arabian Nights' Entertainments, "Second Voyage"*** by Andrew Lang
- ***Prometheus Bound*** by Aeschylus
- **"Circe's Palace"** by Nathaniel Hawthorne
- **"The Picture Minerva Wove"** by Carolyn Sherwin Bailey



## Summer of the Mariposas

Students enact three basic reading moves to practice both the small- and large- scale analysis involved in reading novels.

- ***Summer of the Mariposas*** by Guadalupe Garcia McCall
- Graphic novel of ***The Odyssey*** by Gareth Hinds
- **"The Iron Horse"** passage from *Enrique's Journey* by Sonia Nazario



## The Titanic Collection

Students take on the role of a passenger from the Titanic's manifest and consider gender and class issues as they research and write narrative accounts from the point of view of the passengers.

- ***A Letter from Mary Lines***, 1912
- **"Discovery of the Titanic"** by *Lapham's Quarterly* editors
- **"May Be Waifs' Mother,"** *New York Times* (April 1912)
- **"The Iceberg Was Only Part of It"** by William J. Broad, *New York Times* (April 2012)
- ***The Sinking of the Titanic and Great Sea Disasters*** by Logan Marshall (editor)
- **"Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says,"** *The Epoch Times*
- ***Sinking of the "Titanic," Most Appalling Ocean Horror*** by Jay Henry Mowbray
- ***Letter from the Dock, Wharf, Riverside, and General Workers Union*** by Ben Tillett (April 1912)
- ***A Night to Remember*** by Walter Lord



### Red Scarf Girl & Narrative

Students learn the history and politics of the Chinese Cultural Revolution by focusing on the simpler, smaller story of a young woman living through the upheaval.

- *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang
- *Dear Papa* by Anne Ylvisaker
- “A Boy’s Summer Song” by Paul Laurence Dunbar



### Character & Conflict

In this unit, students will analyze characters’ responses to conflict and consider the author’s development of ideas over the course of a piece of fiction.

- *A Raisin in the Sun* by Lorraine Hansberry
- “Harlem” by Langston Hughes
- “Sucker” by Carson McCullers
- *To Be Young, Gifted and Black: An Informal Autobiography of Lorraine Hansberry* by Lorraine Hansberry, adapted by Robert Nemiroff
- “The Gift of the Magi” by O. Henry
- “Mother to Son” by Langston Hughes
- “Dreams” by Langston Hughes



### Brain Science

This unit is all about the brain. Students build background knowledge so they can attack more challenging informational texts.

- *Phineas Gage: A Gruesome but True Story About Brain Science* by John Fleischman
- *The Man Who Mistook His Wife for a Hat* by Oliver Sacks
- *Inventing Ourselves: The Secret Life of the Teenage Brain* by Sarah-Jayne Blakemore
- “Sonnet—To Science” by Edgar Allan Poe
- “The Brain” by Emily Dickinson
- “Recovery from the Passage of an Iron Bar Through the Head” by John M. Harlow, M.D.



### Poetry & Poe

Poe’s texts reward close reading—there is always a lot to notice, to figure out, and to talk about. These texts have students examine what they know as readers versus what the narrator is telling them.

- “The Tell-Tale Heart” by Edgar Allan Poe
- “The Cask of Amontillado” by Edgar Allan Poe
- *The M’Naghten Rule* by anonymous author
- “The Silence” by Federico García Lorca
- “The White Horse” by D.H. Lawrence

- “A narrow fellow in the grass” by Emily Dickinson
- “The Raven” by Edgar Allan Poe
- “Chicago” by Carl Sandburg
- “The Yellow Wallpaper” by Charlotte Perkins Gilman
- “The Charge of the Light Brigade” by Alfred, Lord Tennyson



## The Frida & Diego Collection

The multifaceted lives and works of Diego Rivera and Frida Kahlo offer students a rich subject as they examine primary source documents and conduct independent research.

- “Frida Kahlo” by Phyllis Tuchman, *Smithsonian Magazine* (Nov. 2002)
- “Detroit Industry: The Murals of Diego Rivera” by Don Gonyea, npr.org (April 2009)
- “Rockefellers Ban Lenin in RCA Mural and Dismiss Rivera,” *New York Times* (May 1933)
- *My Art, My Life: An Autobiography* by Diego Rivera (with Gladys March)
- “Letter to Ella and Bertram Wolfe” from *The Letters of Frida Kahlo: Cartas Apasionadas* by Frida Kahlo (compiled by Martha Zamora)
- “Sonnet 130” by William Shakespeare
- “A Bookkeeper named Rockefeller,” *A History of US 8, An Age of Extremes: 1880–1917* by Joy Hakim
- “TO F--” by Edgar Allan Poe



## The Gold Rush Collection

Students choose from a large collection of primary and secondary sources to learn about the wide diversity of people who took part in the California Gold Rush.

- *The Gold Rush Diary of Ramón Gil Navarro* by Ramón Gil Navarro (edited and translated by María del Carmen Ferreyra and David S. Reher)
- “California Culinary Experiences” by Prentice Mulford
- *Roughing It* by Mark Twain
- *Sights in the Gold Region, and Scenes by the Way* by Theodore T. Johnson
- *The Shirley Letters from California Mines in 1851–1852* by Dame Shirley
- Song excerpt: “Oh My Darling, Clementine” by Percy Montrose
- *Digger: The Tragic Fate of the California Indians from the Missions to the Gold Rush* by Jerry Stanley
- *California: The Great Exception* by Carey McWilliams
- “A Letter from Gold Mountain,” *Good Fortune: My Journey to Gold Mountain* by Li Keng Wong



### Perspectives & Narrative

Students begin this unit by exploring how specific details allow them, as writers, to communicate the emotion of the “characters” in their own experiences. Students then have the opportunity to apply this level of analysis to determine the narrator’s perspective in Roald Dahl’s *Going Solo*, a memoir of Dahl’s experiences during World War II.

- ***Going Solo*** by Roald Dahl
- ***Fish Cheeks*** by Amy Tan
- ***My Mother’s Garden*** by Kaitlyn Greenidge



### Liberty & Equality

Students look at the words of a range of creators to see how their writing contributed to extreme shifts in social organization.

- ***Narrative of the Life of Frederick Douglass, An American Slave*** by Frederick Douglass
- ***Incidents in the Life of a Slave Girl*** by Harriet Ann Jacobs
- ***The Boys’ War*** by Jim Murphy
- ***A Confederate Girl’s Diary*** by Sarah Morgan Dawson
- ***Gettysburg Address*** by Abraham Lincoln
- **The Declaration of Independence** by Thomas Jefferson and the Continental Congress
- ***Up From Slavery: An Autobiography*** by Booker T. Washington
- ***The Every-day Life of Abraham Lincoln*** by Francis F. Brown



### Science & Science Fiction

Using different presentations of the “Frankenstein” story, students wrestle with some of the text’s central themes: the source of humanity and the root of evil.

- ***Gris Grimly’s Frankenstein*** by Gris Grimly and Mary Shelley
- ***Frankenstein*** by Mary Shelley
- “The Tables Turned” by William Wordsworth
- ***The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution*** by Walter Isaacson
- “A Man-Made Monster in Grand Guignol Film Story” by Mordaunt Hall, *New York Times* (*Frankenstein* movie review, Dec. 1931)
- “All Watched Over by Machines of Loving Grace” by Richard Brautigan
- ***A Lady’s Life in the Rocky Mountains*** by Isabella L. Bird
- ***Analytical Engine*** by Charles Babbage
- ***Steve Jobs: Technology Innovator and Apple Genius*** by Matt Doeden
- **Genesis 2**, Revised Standard Version
- ***Benjamin Franklin: An American Life*** by Walter Isaacson



## Shakespeare's *Romeo & Juliet*

Romeo and Juliet combine romance with action, offering a wide range to read about and act out.

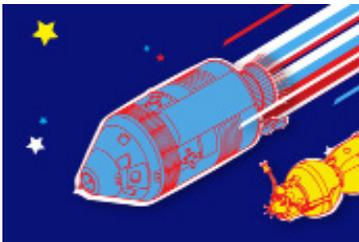
- ***Romeo and Juliet*** by William Shakespeare
- ***"Annabel Lee"*** by Edgar Allan Poe
- ***Street Love*** by Walter Dean Myers



## Holocaust: Memory & Meaning

Students explore 1930s society as the Holocaust unfolds through two very distinct perspectives: American athletes in the 1936 Olympics and Jewish people caught up in increasing exclusion and hostility.

- ***"I Cannot Forget"*** by Alexander Kimel
- ***A Child of Hitler*** by Alfons Heck
- ***Shores Beyond Shores*** by Irene Butter
- ***Jesse Owens' Olympic Triumph over Time and Hitlerism*** by Lerone Bennett, Jr.
- ***Maus*** by Art Spiegelman
- ***Night*** by Elie Wiesel



## The Space Race Collection

Students use the internet to put their research and close-reading skills to the test, distinguishing between reliable and unreliable sources.

- ***"In Event of Moon Disaster"*** by William Safire
- ***"Sputnik"*** from ***Rocket Boys: A Memoir*** by Homer Hickam
- ***Flight: My Life in Mission Control*** by Christopher C. Kraft, Jr. and James L. Schefter
- ***Memorandum for Vice President*** by John F. Kennedy
- ***"Buzz Aldrin on His Lunar Home, the Eagle"*** by Marc Myers, *The Wall Street Journal*
- ***"Smooth as a Peeled Egg"*** from ***Two Sides of the Moon: Our Story of the Cold War Space Race*** by David Scott and Alexei Leonov with Christine Toomey
- ***"Dreaming of a Moonage"*** from ***Moondust: In Search of the Men Who Fell to Earth*** by Andrew Smith
- ***"Stars"*** by Robert Frost
- ***The War of the Worlds*** by H. G. Wells

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