



Independent School District of Boise City

English 11: Course Overview

Students will study American literature to obtain a greater understanding of the American character, identify recurring themes, and apply them to their own lives. Literary movements (with brief historical backgrounds) will be introduced as they relate to the literature studied. In addition to the common assignments listed below, writing instruction will include narrative, descriptive, persuasive, and expository modes of discourse, focusing on effective communication and language skills. The following scope and sequence lists Essential concepts that will be taught and provides a list of Suggested readings to illustrate these concepts.

Adopted Text: Timeless Voices, Timeless Themes: The American Experience. Upper Saddle River, NJ: Prentice Hall, 2005.

English 11: Course Scope and Sequence, Semester One

1st Quarter Common Assignment is a **multi-paragraph** formal **essay**, written in 3rd person objective, **taken through all stages of the writing process** with a focus on: clear and developed thesis, sound reasoning, and concrete detail and commentary that support thesis. This essay is to be placed in the student's writing portfolio. **(ELD 4.1.1, Write three paragraph essay with basic introduction, body paragraph, and conclusion OR Create basic outline with transitional phrases).**

2nd Quarter Common Assignment is the Direct Writing Assessment, a persuasive **essay** with focus on timed writing, pacing, and rhetorical situation. This essay is to be placed in the student's writing portfolio. **(ELD 4.1.1, Write three paragraph essay with basic introduction, body paragraph, and conclusion).**

1st Semester Literary Concepts

Allusion	Epistle
Analogy	Free Verse
Aphorism	Mood
Archetype	Myth
Colloquialism	Parallelism
Connotation	Rhetorical Question
Denotation	Slant Rhyme
Dialect	Tone

Unit 1: Puritanism – Beginnings to 1750			
Essential Concepts (EOC tested)	Suggested Readings (to illustrate Essential Concepts)	Supplemental (Suggested Readings from the text and district approved novel list including but not limited to:)	Sample Lang. Obj. Language Objectives are drawn from State English Language Development Standards, the National Council for Teachers of English, and International Reading Association. Picture books, video clips, and teacher summaries are appropriate. Teachers may also choose to have students relate a short story from their country or culture.
<p>Characteristics of Native American Storytelling: (7)</p> <ul style="list-style-type: none"> • oral tradition (ELD 3.2.2) • respect for nature • connection with spiritual world • myths, legends, tales, chants (ELD 3.2.2) <p>Historical Puritan Influences:</p> <ul style="list-style-type: none"> • Work ethic (ELD 3.2.3) • Belief in predestination & the elect • Emphasis on education (for religious purposes) (ELD 3.2.3) • Early model for democracy (Mayflower 	<p>Onondaga “The Earth on Turtle’s Back” (16) Modoc “When Grizzlies Walked Upright” (19) OR Other Native American Suggested Readings</p> <p>From <i>The Iroquois Constitution</i> (24)</p> <p>John Smith from <i>The General History of Virginia</i> (72)</p> <p>William Bradford from <i>Of Plymouth Plantation</i> (78)</p> <p>Anne Bradstreet “To My</p>	<p>(Connection to Transcendentalism)</p> <p><i>The Mayflower Compact</i> (supplemental)</p> <p><i>Colonial House</i> (PBS video)</p> <p><i>The Scarlet Letter</i></p> <p>Alvar Nunex Cabeza de Vaca “A Journey Through Texas” (32) OR Garcia Lopez de Cardenas “Great Tower of Seville” (3) OR Olaudah Equiano from <i>The Interesting Narrative of the</i></p>	<p>Draw a picture of a favorite memory from your past, then Tell your story to a partner.</p> <p>Draw a picture of a favorite memory from your past to gather ideas for writing.</p> <p>Tell story in small groups about someone you know who works hard List some advantages of hard work.</p>

<p>Compact)</p> <p>Characteristics of Puritan Writing:</p> <ul style="list-style-type: none"> • Plain style (9-10, 99, 103) • Bible as model for literature <ul style="list-style-type: none"> • Non-fiction: (ELD 3.2.3) <ul style="list-style-type: none"> - theological studies - hymns - histories - biographies and autobiographies - Self-examination: <ul style="list-style-type: none"> journals diaries poetry <p>Literary Terms:</p> <ul style="list-style-type: none"> • Analogy • Connotation (ELD 3.1.5) • Denotation (ELD 3.1.4) • Myth 	<p>Dear and Loving Husband” (102)</p> <p>Jonathan Edwards from <i>Sinners in the Hands of an Angry God</i> (108)</p>	<p><i>Life of Olaudah Equiano</i> (44)</p> <p>Contemporary Connections:</p> <p>Joseph Campbell <i>The Power of Myth</i> (film series)</p> <p>N. Scott Momaday <i>The Way to Rainy Mountain</i> (supplemental)</p> <p><i>The Mission</i> (film)</p> <p>Darryl Babe Wilson “Diamond Island: Alcatraz” (52)</p> <p>Tom Wolfe from <i>The Right Stuff</i> (92)</p> <p>James Baldwin “The Rock Pile” (1148)</p> <p>Captivity Narratives: Colonial Pulp Fiction (68)</p>	<p>Read selection from both a autobiography and a biography.</p> <p>Identify which story is autobiography and which is biography.</p> <p>Describe who each story is about and what you liked about each person.</p> <p>Write the definition of a word using a dictionary (online or hard cover).</p> <p>List emotions associated with the same word. How many meanings of this word did you find?</p>
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Unit 2: Rationalism – A Nation is Born (1750 – 1800)			
Essential Concepts	Suggested Readings	Supplemental	Sample Lang. Obj.
<p>Historical Influences:</p> <ul style="list-style-type: none"> • Age of Reason/ Enlightenment (128) <ul style="list-style-type: none"> - Valued reason and logic over faith (ELD 3.2.3) - Reason and science further human progress (ELD 3.2.3) - People are good and perfectible by nature - Deism: The world operates according to God’s rules and through the use of reason we can discover those rules • Revolutionary War • Development of democracy and constitution <p>Characteristics of Rationalist Writing:</p> <ul style="list-style-type: none"> • Non-fiction (ELD 3.2.3) <ul style="list-style-type: none"> - letters 	<p>Benjamin Franklin from <i>The Autobiography</i> (140)</p> <p>From <i>Poor Richard’s Almanack</i> (146)</p> <p>Thomas Jefferson “The Declaration of Independence” (156)</p> <p>Michel-Guillaume Jean de Crevecoeur from <i>Letters from an American Farmer</i> (208)</p> <p>Abigail Adams “Letter to Her Daughter from the New White House” (205)</p> <p>Patrick Henry “Speech in the Virginia Convention” (186)</p> <p>Thomas Paine from <i>The Crisis, Number 1</i> (160)</p>	<p>Contemporary Connections:</p> <p>USA Today “Lawyers Leave Poor Behind” (167)</p> <p>Robert N. Weiner “Pro Bono Work Still Valued” (168)</p> <p>Dr. Martin Luther King, Jr. from “Letter from Birmingham City Jail” (180)</p> <p>John f. Kennedy “Inaugural Address” (196)</p>	<p>Create a graphic organizer showing five ways the colonists claimed King George violated their rights.</p>

<ul style="list-style-type: none">- speeches- pamphlets- autobiographies- public and political documents- almanacs <p>Literary Terms: Allusion Analogy (ELD 3.1.1) Aphorism Epistle Parallelism (ELD 3.1.4, 3.1.1) Rhetorical Question</p>			<p>Brainstorm comparisons to help describe the feeling of freedom. Pick your favorite and draw a picture to represent it.</p> <p>Identify conjunctions (and, but, or) in a sentence. Highlight the words or phrases to the left and right of the conjunction. Describe the pattern you observe?</p>
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Unit 3: Romanticism – A Growing Nation (1800 - 1870)			
Essential Concepts	Suggested Readings	Supplemental	Sample Lang. Obj.
<p>Historical Influences:</p> <ul style="list-style-type: none"> • Westward expansion • Industrialism <p>Characteristics of American Romanticism: (233, 234)</p> <ul style="list-style-type: none"> • Valued imagination over reason (ELD 3.2.3, 3.2.4) • Valued intuition over fact • Love of nature (ELD 3.2.3, 3.2.4) • Seeks truth through supernatural and inner world of the imagination • Champions individual freedom and the worth of the individual (ELD 3.2.3, 3.2.4) • Poetry is the highest expression of the imagination <p>Characteristics of the American Romantic Hero: (234)</p> <ul style="list-style-type: none"> • Is young, or possesses youthful qualities • Has a sense of honor based 	<p>Washington Irving “The Devil and Tom Walker” (242)</p> <p>OR</p> <p>“Rip Van Winkle” (supplemental)</p> <p>Nathaniel Hawthorne “The Minister’s Black Veil” (336)</p> <p>OR</p> <p><i>The Scarlet Letter</i></p>	<p>William Cullen Bryant “Thanatopsis” (267)</p> <p>OR</p> <p>Other Fireside Poets</p> <p>Langston Hughes “I, Too” (449)</p> <p>Contemporary Connections: <i>The Last of the Mohicans</i> (video) -Clean Flicks</p>	<p>Sample Lang. Obj.</p> <p>Read a story from the Romantic period.</p> <p>Draw a picture to show how the main character:</p> <ol style="list-style-type: none"> loves nature uses imagination seeks personal freedom <p>Write a sentence describing each of your pictures.</p>

<p>not on society's rules but on some higher principle</p> <ul style="list-style-type: none"> • Intuitive • Prefers nature over civilization <p>The Dark Romantics (312)</p> <ul style="list-style-type: none"> • Emphasized gothic and supernatural aspects of human experience • Explored mysteries linked to sub-conscious mind • Explored negatives of extreme individualism (ELD 3.2.3, 3.2.4) <p>Characteristics of Transcendentalism (235, 384, R21)</p> <p>Every soul and all of nature are part of the Over-Soul</p> <ul style="list-style-type: none"> • Intuition and individual conscience "transcend" experience • Respected individual spirit and natural world • Valued non-conformity and self-reliance • Individual emotion, intuition and imagination are better ways to truth 	<p>Edgar Allen Poe "The Fall of the House of Usher" (308) OR Herman Melville from <i>Moby Dick</i> (354)</p> <p>Ralph Waldo Emerson from <i>Nature</i> (388)</p> <p>From <i>Self-Reliance</i> (391)</p> <p>Henry David Thoreau from <i>Walden</i> (402)</p>	<p>Flannery O'Conner "The Life You Save May Be Your Own" (972)</p> <p>Annie Dillard from <i>Pilgrim at Tinker Creek, Seeing</i> (300)</p> <p>Joyce Carol Oates "Where is Here?" (374)</p>	<p>Write a journal for one week about an area of your life that you want to improve. Draw a happy-face next to the entries that you consider good days and a sad face beside the days that were hard. Read a Dark Romantic selection and relate your sad face days to the story.</p> <p>Describe a time that you did something because it felt right versus because you knew it was right.</p>
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<p>than logic and reason (ELD 3.2.3, 3.2.4)</p> <p>Poetry: Traditional: <ul style="list-style-type: none"> • Fireside Poets Innovative: <ul style="list-style-type: none"> • Emily Dickinson <ul style="list-style-type: none"> - slant rhyme - punctuation • Walt Whitman <ul style="list-style-type: none"> - free verse Literary Terms: Aphorism Archetype Mood (ELD 3.1.1) Tone (ELD 3.1.1)</p>	<p>From <i>Civil Disobedience</i> (412)</p> <p>Fireside Poets (256-281)</p> <p>Selected Dickenson poetry (420-428)</p> <p>Selected Whitman poetry (434-444)</p>	<p><i>Dead Poets' Society</i> (video)</p> <p>Stephen King, Anne Rice or Ray Bradbury</p> <p>Dr. Martin Luther King, Jr. from "Letter from Birmingham City Jail" (180)</p>	
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Unit 4 A: Realism – Division, Reconciliation, and Expansion (1850 – 1914)			
Essential Concepts	Suggested Readings	Supplemental	Sample Lang. Obj.
<p>Historical Influences:</p> <ul style="list-style-type: none"> • Civil War • Westward expansion • Slavery • Emergence of new voices <p>• Realism: Literature that sought to portray life as accurately as possible, focusing on ordinary people suffering the harsh realities of everyday life (475, R19) (ELD 3.2.3, 3.2.4)</p> <p>• Naturalism: Literature that also portrayed ordinary lives but suggested forces (nature, heredity, society) individuals can neither understand nor control may determine their fate. Nature is indifferent to humans. (475, R17) (ELD 3.2.3, 3.2.4)</p> <p>• Regionalism: Tendency of some authors to write about specific</p>	<p>Frederick Douglass from <i>My Bondage and My Freedom</i> (496)</p> <p>Mary Chestnut from <i>Mary Chestnut’s Civil War</i> (536)</p> <p>OR</p> <p>Sojourner Truth “An Account of an Experience With discrimination” (547)</p> <p>Mark Twain <i>The Adventures of Huckleberry Finn</i> or other Twain selections</p> <p>Ambrose Bierce “An Occurrence at Owl Creek Bridge” (508)</p> <p>Bret Harte “The Outcasts of Poker Flat” (580)</p> <p>OR</p> <p>Jack London “To Build a Fire” (608)</p> <p>Kate Chopin “The Story of an Hour” (634)</p> <p>OR</p> <p>Edith Wharton “April Showers” (644)</p>	<p>Stephen Crane “An Episode of War” (476)</p> <p>Walt Whitman Drum Tap poems (supplemental)</p> <p>Spirituals “Swing Low, Sweet Chariot” (488); “Go Down, Moses” (490)</p> <p>Abraham Lincoln “The Gettysburg Address” (522) “Second Inaugural Address” (523)</p> <p>Warren Lee Goss “Recollections of a Private” (540)</p> <p>Randolph McKim “A Confederate Account of the Battle of Gettysburg” (542) Stonewall Jackson “An Account of the Battle of Bull Run” (544)</p> <p>Rev. Henry M. Turner “Reaction to the Emancipation Proclamation”</p> <p>Contemporary</p>	<p>Read a selection from “To Build a Fire.” Create a graphic organizer showing cause and effect to show how the main character’s mistakes out in nature lead to his death.</p>

<p>geographical areas, presenting the area's distinct culture, including speech, customs, beliefs and history. (579, R19) (ELD 3.2.3, 3.2.4)</p> <p>Literary Concepts: Colloquialism (ELD 3.1.4, 3.1.5)</p> <p>Dialect (ELD 3.1.4, 3.1.5)</p>	<p>OR Willa Cather "A Wagner Matinee" (676) OR Other Suggested Readings by these authors</p> <p>Paul Laurence Dunbar "We Wear the Mask" (660)</p>	<p>Connections:</p> <p>Molly Moore "Gulf War Journal" from <i>A Woman at War</i> (552)</p>	<p>Draw an outline of a map of any state or country. Inside the outline, list customs, beliefs, and histories of the culture. Listen to an audio of a person from that geographical area. Write your observations.</p>
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English 11: Course Scope and Sequence, Semester Two

3rd Quarter Common Assignment is a research process project with a focus on: **summary, paraphrasing**, quoting, MLA style parenthetical documentation, and **works cited page**. This assignment is to be placed in a student’s writing portfolio. **(ELD 4..2.2)**

4th Quarter Common Assignment is a **literary analysis (modified)**, written in 3rd person objective, with a focus on: developing thesis, **supporting with** commentary and **concrete details**, and **documenting with parenthetical citation**. This essay is to be placed in the student’s writing portfolio. **(ELD 4.1.1)**

2nd Semester Literary Concepts

Allusion Analysis of: <ul style="list-style-type: none"> • audience • author’s purpose, intent, and effect • figurative language • literary devices • symbolism Archetype Colloquialism Dialect	Connotation Denotation Imagism Mood Motivation Parallelism Satire Stream of Consciousness Theme Tone
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Unit 4 B: Realism Part 2 – Division, Reconciliation, and Expansion (1850 - 1914)

Essential Concepts (EOC tested) *continued from the 1 st semester	Suggested Readings (to illustrate Essential Concepts)	Supplemental (Suggested Readings from the text and district approved novel list including but not limited to:)	Sample Lang. Obj.
			Language Objectives are drawn from State English Language Development Standards, the National Council for Teachers of English, and International Reading Association. Picture books, video clips, and teacher summaries are appropriate. Teachers may also choose to have students relate a short story from their country or culture.

<ul style="list-style-type: none"> • Naturalism: Literature that also portrayed ordinary lives but suggested forces (nature, heredity, society) individuals can neither understand nor control may determine their fate. Nature is indifferent to humans. (475, R17) (ELD 3.2.3, 3.2.4) • Regionalism: Tendency of some authors to write about specific geographical areas, presenting the area's distinct culture, including speech, customs, beliefs and history. (579, R19) (ELD 3.2.3, 3.2.4) <p>Literary Concepts: Colloquialism (ELD 3.1.4, 3.1.5) Dialect (ELD 3.1.4, 3.1.5) Satire</p>	<p>Ambrose Bierce “An Occurrence at Owl Creek Bridge” (508)</p> <p>Mark Twain selections Bret Harte “The Outcasts of Poker Flat” (580) OR Jack London “To Build a Fire” (608)</p> <p>Kate Chopin “The Story of an Hour” (634) OR Edith Wharton “April Showers” (644) OR Willa Cather “A Wagner Matinee” (676) OR Other Suggested Readings by these writers</p> <p>Paul Laurence Dunbar “We Wear the Mask”</p>	<p>Miriam Davis Colt “Heading West” (596)</p> <p>Chief Joseph “I Will Fight No More Forever”</p> <p>Edwin Arlington Robinson “Like Havergal” (666); “Richard Cory” (668)</p> <p>Edgar Lee Masters “Lucinda Matlock” (669); “Richard Bone” (670)</p> <p>Contemporary Connections: Larry McMurtry from <i>Lonesome Dove</i> (626)</p> <p>William Safire “Onomatopoeia” (1115)</p>	<p>Read a selection from “To Build a Fire.” Create a graphic organizer showing cause and effect of how the main character’s mistakes out in nature lead to his death.</p> <p>Draw an outline of a map of any state or country. Inside the outline, list customs, beliefs, and histories of the culture. Listen to an audiotape of a person from that geographical area. Write your observations.</p>
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Unit 5: Modernism – Disillusion, Defiance, and Discontent (1914 – 1946)			
Essential Concepts	Suggested Readings	Supplemental	Sample Lang. Obj.
<p>Historical Influences:</p> <ul style="list-style-type: none"> • WWI -Expatriates: people temporarily or permanently in a country or culture other than that of their upbringing. (710) • Roaring 20s • Great Depression • WWII <p>Characteristics of the American Dream</p> <ul style="list-style-type: none"> • America is a “promised land” of beauty, unlimited resources, and endless (ELD 3.2.3, 3.2.4) • opportunities. (ELD 3.2.3, 3.2.4) • Technological progress makes life easier and leads to prosperity. (ELD 3.2.3, 3.2.4) • The self-reliant, hard working individual will triumph. (ELD 3.2.3, 3.2.4) <p>Characteristics of Modernism: (708-710, 962)</p> <ul style="list-style-type: none"> • Experimented with a wide variety of new approaches 	<p>F. Scott Fitzgerald “Winter Dreams” (744) OR <i>The Great Gatsby</i> (supplemental)</p> <p>John Steinbeck “The Turtle” from <i>The Grapes of Wrath</i> (768) OR <i>Of Mice and Men</i> (supplemental) OR <i>The Grapes of Wrath</i> (supplemental)</p> <p>Ernest Hemingway “In Another Country” (809) OR Other Hemingway selection</p> <p>Katherine Anne Porter “The Jilting of Granny Weatherall” (846)</p> <p>Modern Poets:</p>	<p>Eudora Welty “A Worn Path” (820)</p> <p>William Faulkner “Race at Morning” (860) OR Other Faulkner selection</p> <p>Zora Neale Hurston from <i>Dust Tracks on a Road</i> (914)</p> <p>Traditional Poets: Edwin Arlington Robinson Edgar Lee Masters</p> <p>Modern Poets:</p>	<p>Draw the meaning of the prefix dis-. Draw the meaning of the word illusion. Draw the meaning of the suffix –ment. Add together the three drawings (Drawing 1 + Drawing 2 + Drawing 3 = disillusionment).</p> <p>Write a diary entry about why your parents moved to America.</p>

<p>and techniques reflecting fragmentation of society</p> <ul style="list-style-type: none"> • Rejection of traditional themes and subjects • Sense of disillusionment and loss of faith in the American Dream(ELD 3.2.3, 3.2.4) • Interest in the inner workings of the human mind, sometimes expressed through new narrative techniques such as stream of consciousness. <p>The Modern American Hero Archetype (710) Rejection of the ideal of a hero as infallible in favor of a hero who is flawed and disillusioned but acts honorably. Hemingway hero “shows grace under pressure.” (ELD 3.2.3, 3.2.4)</p> <p>Imagism (709-710, 727; R15) (ELD 3.1.4, 3.1.5)</p> <p>Harlem Renaissance (712-713, 910-911; R15)</p> <p>Literary Terms: Allusion</p>	<p>Carl Sandburg T. S. Eliot Robert Frost Ezra Pound William Carlos Williams</p>	<p>e. e. cummings William H. Auden Wallace Stevens Archibald MacLeish Marianne Moore</p>	<p>Create an ad that clearly overstates the American Dream. Write a testimonial of a “buyer” who bought the idea of the American Dream and wants a refund</p> <p>Build a superhero that is flawed.</p>
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<p>Analysis of:</p> <ul style="list-style-type: none"> audience author's purpose, intent and effect figurative language literary devices symbolism (ELD 3.2.1) Theme (ELD 3.1.1) <p>Archetype</p> <ul style="list-style-type: none"> self-made man <p>Connotation</p> <p>Denotation</p> <p>Mood</p> <p>Motivation(ELD 3.1.1)</p> <p>Parallelism</p> <p>Stream of Consciousness</p> <p>Tone</p>		<p>Harlem Renaissance</p> <p>Poets:</p> <ul style="list-style-type: none"> Claude McKay Arna Bontemps Jean Toomer 	<p>Design a greeting card using an Imagist Poem from the text book. Who would you give it to and why?</p> <p>Choose a piece of candy and tell the class why it symbolizes you.</p> <p>Chart the high points and low points of your life. Label and illustrate events. Describe what you've learned from the major events in your life. Relate this to a story and its theme (main message).</p>
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Unit 6: Contemporary/Post Modernist Literature			
Essential Concepts	Suggested Readings	Supplemental	Sample Lang. Obj.
<p>Historical Influences:</p> <ul style="list-style-type: none"> • Use of atomic bomb • Civil Rights movement • Women’s Rights • Korea, Vietnam conflicts • Environmentalism • Globalization • Dehumanization of the individual <p>Characteristics of Postmodern Literature: (962)</p> <ul style="list-style-type: none"> • Focuses on capturing the essence of contemporary life in the content of their works, addressing impersonal and commercial nature of today’s world • Structures works in nontraditional forms influenced by studies of media and language and by the explosive growth of informational technology • Features cultural diversity (ELD 3.2.3, 3.2.4) • Blends and overlaps fiction and nonfiction <p>New Journalism</p> <ul style="list-style-type: none"> • described contemporary events in strongly 	<p>John Hersey from <i>Hiroshima</i> “A Noiseless Flash” (163)</p> <p>N. Scott Momaday excerpt from <i>The Names</i> (1042)</p> <p>OR</p> <p>Simon Ortiz “Hunger in New York City” (1102)</p> <p>OR</p> <p>Louise Erdrich “Bidwell Ghost” (1195)</p> <p>Maxine Hong Kingston “The Woman Warrior” (1070)</p> <p>OR</p> <p>Amy Tan “Mother Tongue” (1136)</p> <p>Lorna Dee Cervantes “Freeway 280” (1098)</p> <p>OR</p> <p>Sandra Cisneros “Straw Into Gold” (1128)</p>	<p>Amy Tan <i>The Joy Luck Club</i></p> <p>Joseph Heller <i>Catch 22</i></p> <p>Ken Kesey <i>One Flew Over the Cuckoo’s Nest</i></p> <p>Ray Bradbury <i>Fahrenheit 451</i></p> <p>J.D. Salinger <i>The Catcher in the Rye</i></p> <p>OR</p> <p>Other district-approved post modern American novels</p> <p>Contemporary/Post-modern Drama</p> <p>Arthur Miller Tennessee Williams Eugene O’Neil Lorraine Hansberry</p>	

<p>individual voices</p> <ul style="list-style-type: none"> • writer’s voice and personal opinion are evident • employed devices of fiction <p>Literary Terms: Allusion Analysis of: audience author’s purpose, intent and effect figurative language (ELD 3.1.1) literary devices symbolism theme</p>			<p>Chart the names, ethnicities, and life spans of the contemporary authors in the textbook. List patterns you observe from the chart.</p> <p>Metaphor example with fill in the blank: If _____ were a _____, it would be _____ because _____. For example, if <u>the brain</u> were <u>a piece of jewelry</u>, it would be a <u>chain</u> because <u>it has many links</u>.</p>
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