

8th Literature Text List

This course focuses on nineteenth and twentieth century American literature, including American poetry, short stories, novels, biographies, and drama

The **literary keel** for **8th Literature** is **Hope**, a well-founded confidence the future will be better despite the hardships of this present age, for the works we read in **8th Literature** feature autobiographical accounts of the individual's struggle against injustice and oppression (*The Narrative of the Life of Frederick Douglass*); novels where the protagonist must face some of the worst examples of human depravity as part of their character development (*The Adventures of Huckleberry Finn*; *The Red Badge of Courage*); or dystopian novels that describe in harrowing detail what may happen if we do not learn from our mistakes and embrace what is truly good, what is true, and what is beautiful (*Fahrenheit 451*).

Integrated Thales Outcomes: Virtuous Leadership, Astute Problem Solving, Gratitude, Cooperative and Contributive Team Member, Unfailing Integrity, Self-Reliance, Truth-Seeker, Dreams and Aspirations to Change the World, and Strong Work Ethic.

Priority Text List

Flexible: *The Narrative of the Life of Frederick Douglass* by Frederick Douglass

2nd / 3rd Quarter: *The Adventures of Huckleberry Finn* by Mark Twain¹

2nd / 3rd Quarter: *Classical & American Rhetoric*. Thales Press

4th Quarter: *To Kill a Mockingbird* by Harper Lee

My Antonia by Willa Cather²

¹ Mark Twain's *The Adventures of Huckleberry Finn* (1884) offers a powerful critique against slavery and segregation. Subsequently, the work presents an excellent opportunity for students and teachers to engage with the inherent value of human life, the injustice of slavery and racism, and the meaning (and purpose) of freedom. The language in *Huckleberry Finn* has made this work one of the most controversial and often-banned books in American literature. As a result, teachers should be careful in how they teach this book in class and should see their administrator for parameters and guidelines on how to teach this particular work in line with the expectations of Thales Academy. Best practices include sending parents an email before reading the book, with a [template available here](#); thank you to Ms. Ali Graziosi for preparing this template.

² Please note that this book contains some passages about sexual assault (the title character is attacked in this way) that may be distressing for students and teachers to read about in class. Best practices include sending parents an email before reading the book, with a [template available here](#); thank you to Ms. Ali Graziosi for preparing this template.

Preferred Text List

Survey of American short stories, including such examples as “Young Goodman Brown” by Nathaniel Hawthorne, “The Open Boat” by Stephen Crane, “The Celebrated Jumping Frog of Calaveras County” by Mark Twain, “The Tell-Tale Heart” and “The Cask of Amontillado” by Edgar Allan Poe, “The Gift of the Magi” by O. Henry, and “The Legend of Sleepy Hollow” by Washington Irving.

Survey of American Poetry

Survey of American Speeches³

The Red Badge of Courage by Stephen Crane

Up from Slavery by Booker T. Washington

Fahrenheit 451 by Ray Bradbury

Optional Reading List

Johnny Tremain by Esther Hoskins Forbes

The Autobiography of Benjamin Franklin by Benjamin Franklin⁴

The Wizard of Oz by L. Frank Baum⁵

Call of the Wild by Jack London

Other short stories that fit within the scope and sequence of our program:

- Herman Melville, “Bartleby the Scrivener”
- Ray Bradbury, “All Summer in a Day”
- Nathaniel Hawthorne, “Minister’s Black Veil”
- James Hurst, “The Scarlet Ibis”
- Richard Connell, “The Most Dangerous Game”
- Selected stories by William Faulkner, Ernest Hemingway, and Sherwood Anderson.

³ These units' poetry, short stories, and speeches are based on short anthologies available from Dover Thrift.

⁴ Please note that *The Autobiography of Benjamin Franklin* has, historically at Thales, been a challenge for students to read. The language is archaic, and the plotline is slow-moving with little action. While it is an invaluable resource for learning about Benjamin Franklin, the book presents a number of challenges to teachers and benefits from being excerpted.

⁵ Please note that some Kindergarten through 5th campuses read this book in earlier grade levels.