

| Unit 1: American Literature: The New World | Essential Question Why do people explore new worlds? | | |
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| Guiding Questions | Resources | KCAS | Vocabulary |
| <p>How do literary elements contribute to meaning and author intention?</p> <p>What are some emerging themes in early American literature (i.e. “new eden”, “salvation”, “cooperation and conflict”)?</p> <p>What are the elements of Puritan literature? Explain how those elements are used to convey a message.</p> <p>What role did religion play in early American life?</p> <p>How is “preaching” a type of formal speech and what role did it play in the “First Great Awakening”?</p> <p>How did the effective use of rhetoric demonstrate the author’s point of view?</p> <p>How did the author’s choice of style and content contribute power to their point of view(s)?</p> <p>What textual evidence supports how texts from the same period of time treat similar themes or topics?</p> <p>How are the themes revealed in different genres?</p> | <p><i>“E” notes exemplar texts.</i> <i>“EA” notes exemplar authors.</i> <i>All resources highlighted are available at NHS.</i></p> <p><u>Literary texts</u></p> <p>Poetry</p> <ul style="list-style-type: none"> • “On Being Brought from Africa to America” (Phyllis Wheatley) (E) • “An Hymn to the Evening” (Phyllis Wheatley) (E) • “To His Excellency George Washington” (Phyllis Wheatley) (E) • “To My Dear and Loving Husband” (Anne Bradstreet) • “Upon the Burning of Our House” (Anne Bradstreet) • The Indian Burying Ground (Phillip Freneau) • The Star-Spangled Banner (Francis Scott Key) • <p>Drama</p> <ul style="list-style-type: none"> • The Crucible (Arthur Miller) (EA) <p><u>Informational Texts</u></p> <ul style="list-style-type: none"> • Of Plymouth Plantation (William Bradford) (excerpts) • The Bloody Tenet of Persecution, | <p>RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare and other authors.)</p> <p>RI.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts,</p> | <p>Allegory</p> <p>Apostrophe</p> <p>Conceit</p> <p>Covenant of grace</p> <p>Didactic poetry</p> <p>The great awakening</p> <p>Idealism</p> <p>Lyric poetry</p> <p>Oxymoron</p> <p>Parallelism</p> <p>Pragmatism</p> <p>Sermon</p> |

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| <p>How do primary documents convey the experiences of America's earliest settlers?</p> <p>How do the literary elements in Puritan literature differ from Colonial literature?</p> <p>How does the author's style and content contribute to the power, persuasiveness, and or beauty of the text?</p> <p>What textual evidence supports the use of apostrophe in the selected work?</p> <p>How do literary elements contribute to meaning and author intention?</p> <p>Compare the radical tone of the Declaration of Independence to the measured and logical tone of the Preamble to the Constitution and the Bill of Rights.</p> <p>How do authors demonstrate the theme American exceptionalism?</p> <p>How does expression in selected work develop and shape the relationship between ideas and theme?</p> <p>What structure does the author use in his or her exposition/argument?</p> <p>What textual evidence supports the effectiveness of author's choice of structure in his or her exposition/argument?</p> | <p><i>for Cause of Conscience</i> (Roger Williams) (excerpts)</p> <ul style="list-style-type: none"> • "The Negro Artist and the Racial Mountain" (Langston Hughes) (EA) • Preamble to the Constitution and the Bill of Rights <p>Autobiography</p> <ul style="list-style-type: none"> • <i>A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson</i> (Mary Rowlandson) • <i>The Interesting Narrative of the Life of Olaudah Equiano</i> <p>Speeches</p> <ul style="list-style-type: none"> • "Sinners in the hands of an Angry God" (July 8, 1741) (Jonathan Edwards) | <p>including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.11-12.3(a): Apply knowledge of language to understand how language</p> | |
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| <p>What is the historical and literary significance of America's founding documents?</p> <p>How do the documents establish tone and point of view?</p> | | <p>functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> | |
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| <i>Learning Objectives</i> | | | |
| <i>Knowledge</i> | <i>Reasoning</i> | <i>Performance</i> | <i>Product</i> |
| <p>RL.11-12.4 Identify:</p> <ul style="list-style-type: none"> words and phrases figurative words and phrases connotative words and phrases words that impact meaning and tone multiple meaning words <p>fresh, engaging or beautiful in a text</p> | <p>RL.11-12.4 Determine the:</p> <ul style="list-style-type: none"> meanings of words and phrases figurative meanings of words and phrases connotative meanings of words and phrases as they are used in a text <p>Analyze the impact of specific words on meaning and tone, including:</p> <ul style="list-style-type: none"> words with multiple meanings language that is particularly fresh, engaging, or beautiful <p>RL.11-12.9 Determine the theme or themes of foundational works of American Literature.</p> | <p>SL.11-12.6 Adapt speech to a given context or task when speaking.</p> <p>Demonstrate correct language usage for spoken English.</p> <p>Adjust from formal to informal language as appropriate.</p> | <p>W.11-12.1 Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which:</p> <ul style="list-style-type: none"> introduces precise, knowledgeable claim(s) establishes the significance of the claim(s) distinguishes claims from alternate or opposing claims creates an organization that logically sequences claim(s), counterclaims, reasons and evidence develops claim(s) and |

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| <p>RL.11-12.9 Describe the historical context of _____ (18th, 19th, or 20th) century.</p> <p>Identify foundational works of _____ (18th, 19th, or 20th) century.</p> <p>Distinguish between theme and topic.</p> <p>RI.11-12.6 Identify:</p> <ul style="list-style-type: none"> • rhetorical techniques • persuasive techniques • stylistic techniques <p>Explain the author's point of view or purpose.</p> <p>W.11-12.1 Recognize organizational patterns in writing.</p> <p>Define precise claim and counterclaim.</p> <p>Define and generate substantive topics or texts.</p> <p>Recognize relevant and sufficient evidence.</p> <p>Define rhetorical audience Identify fair and unfair claims and counterclaims.</p> | <p>Compare/contrast the treatment of similar themes from two or more texts from the _____ (18th, 19th, or early 20th) century.</p> <p>Compare/contrast the treatment of similar topics from two or more texts from the _____ (18th, 19th, early 20th) century.</p> <p>RI.11-12.6 Analyze how an author uses crafts and details to develop ideas.</p> <p>Determine how the author uses rhetorical devices to influence the audience.</p> <p>Analyze :</p> <ul style="list-style-type: none"> • how style and content support the point of view or purpose • the effects of style and content as they contribute to the effectiveness <p>W.11-12.1 Analyze a substantive topic or text to determine if it is suitable for a written argument.</p> <p>Determine method to:</p> <ul style="list-style-type: none"> • introduce precise, knowledgeable claim(s) • establish significance of claim(s) • distinguish the claim (s) from alternate or opposing claims <p>Determine the relationships between claims and counterclaims. Select an organizational structure that logically sequences:</p> <ul style="list-style-type: none"> • claim(s) • counterclaims • reasons • evidence <p>Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each.</p> | | <p>counterclaims fairly and thoroughly, with the most relevant evidence for each</p> <ul style="list-style-type: none"> • points out strengths and limitations of claims and counterclaims • anticipates the audience's knowledge level, concerns, values and possible biases • uses words, phrases and clauses as well as varied syntax to link sections of text, create cohesion, and clarify relationship • establishes and maintains formal style and objective tone • attends to the norms and conventions of the discipline • provides a concluding statement that follows from and supports the argument presented <p>W.11-12.2 Write informative/explanatory text which:</p> <ul style="list-style-type: none"> • examines/conveys complex ideas, concepts, and information • demonstrates clear and accurate information <p>and uses :</p> <ul style="list-style-type: none"> • effective selection • organization • analysis <p>of content.</p> |
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| <p>Recognize transitional words, phrases, and clauses.</p> <p>Recognize formal style and objective tone.</p> <p>Recognize concluding statements or sections that support the argument presented.</p> <p>Explain audience awareness, including knowledge level, concerns, values, and biases.</p> <p>Identify norms and conventions of disciplines.</p> <p>W.11-12.2 Select:</p> <ul style="list-style-type: none"> • appropriate topic • complex ideas • appropriate formatting, graphics, and multimedia to aid comprehension • supporting details • effective transitions • effective word choice • tone • style • effective conclusions that follows from and supports the information or explanation presented | <p>Analyze the</p> <ul style="list-style-type: none"> • knowledge level • concerns • values • possible biases <p>of the rhetorical audience.</p> <p>Evaluate strengths, limitations and relevance of claims and counterclaims.</p> <p>Link major sections of the text and create cohesion using:</p> <ul style="list-style-type: none"> • words • phrases • clauses • varied syntax <p>Clarify relationships between:</p> <ul style="list-style-type: none"> • claims and reasons • reasons and evidence • claims and counterclaims <p>using words, phrases and clauses, as well as varied syntax.</p> <p>Develop formal writing style and objective tone while attending to the norms and conventions of the discipline.</p> <p>Plan a concluding statement or section that follows from and supports the argument presented.</p> <p>W.11-12.2 Organize complex ideas and information to make important connections and distinctions.</p> <p>Select well-chosen, relevant, sufficient:</p> <ul style="list-style-type: none"> • facts • definitions • details • quotations • other appropriate information | <p>Introduce a topic which includes:</p> <ul style="list-style-type: none"> • organized complex ideas, • concepts • information <p>so that each new element builds on that which precedes it to create a unified whole.</p> <p>Include:</p> <ul style="list-style-type: none"> • formatting • graphics • multimedia <p>when useful to aiding comprehension.</p> <p>Develop the topic thoroughly by:</p> <ul style="list-style-type: none"> • selecting the most significant and relevant facts • extended definitions • concrete details • quotations • other information • examples • appropriate to the audience's knowledge of the topic <p>Use appropriate and varied transitions and syntax to:</p> <ul style="list-style-type: none"> • link the major sections of the text • create cohesion • clarify the relationships among complex ideas and concepts <p>Use:</p> <ul style="list-style-type: none"> • precise language • domain-specific vocabulary • techniques such as metaphor, |
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| <p><i>SL.11-12.6</i> Describe audience, situation, and purpose.</p> <p>Identify qualities of formal and informal speech.</p> <p>Describe formal and informal settings.</p> <p><i>L.11-12.3</i> Understand how language functions in different contexts</p> <p>Understand:</p> <ul style="list-style-type: none"> • style • syntax | <ul style="list-style-type: none"> • examples appropriate to the audience's knowledge of the topic. <p>Determine appropriate use of syntax to:</p> <ul style="list-style-type: none"> • link major sections • create cohesion • clarify in text <p>Select precise language and domain specific vocabulary to manage the complexity of the text.</p> <p>Employ figurative devices (like simile, metaphor, analogy) to enhance the piece.</p> <p>Determine an appropriate formal style and objective tone for a concluding section that follows from and supports the information or explanation presented.</p> <p><i>SL.11-12.6</i> Evaluate audience needs (including perceptions and misconceptions).</p> <p>Distinguish between formal and informal speech.</p> <p>Analyze the situation to determine if it requires formal or informal language.</p> <p><i>L.11-12.3</i> Apply knowledge of language to:</p> <ul style="list-style-type: none"> • determine how language functions in different contexts • to make effective choices for meaning or style • to comprehend more fully when reading or listening <p>Vary syntax for effect when writing, consulting references when needed.</p> <p>Apply knowledge of syntax to the study of complex texts when reading.</p> | | <p>simile, and analogy to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> |
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| Reading Focus | Writing Response: Reader's Notebook |
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| <ul style="list-style-type: none"> Identify a theme from your reading. Include two pieces of evidence to support your theme. How can you connect the theme to the Essential Question? (RL-11-12.2) Listen to songs and determine theme(s) of the lyrics. Analyze how the themes interact and/or build on each other throughout the text to provide a complex account of the event or situation. (RL-11-12.2, SL-11-12.3) Use event notes graphic or conversational round table to help students with inferences and evidence. (RL-11-12.1, W-11-12.3) (http://www.heinemann.com/shared/companionResources/E02157/BurkeWTBChapter4/EventNotes_Fig4.7blank.doc) (http://www.heinemann.com/shared/companionResources/E02157/BurkeWTBChapter3/ConvRoundtable_Fig3.6blank.doc) How would the story be different if the setting were different? If character was in a different class, race, gender, etc. (RL-11-12.1, RL-11-12.3, W-11-12.3) How would the story be different if the character made a different choice? (RL-11-12.1, RL-11-12.3, W-11-12.3) Based on chapter endings and/or book endings- how does character develop over time? (W-11-12.3, RL-11-12.2) Using the class novel, students engage in a Write Around in groups of four. The first student selects a significant quote, writes it down, cites it properly and analyzes it. The student then passes this to the next person. The next person reads the analysis and deepens it in writing. The third person reads all that has gone before and asks an analytical question based on what their peers have written. Fourth person then answers the question. All share and discuss. http://rpd.net/adm/uploads/english/636ROUNDROBINWRITING.pdf , http://www.eduplace.com/activity/suspense.html (RL-11-12.1, RL-11-12.3) | <p>Thinking Stem Questions:</p> <p>Thinking While You Read</p> <ul style="list-style-type: none"> I'm noticing... because... I'm wondering... because... <p>Making Connections/Using Schema</p> <ul style="list-style-type: none"> I have a schema for... I can relate to... because... <p>Visualizing</p> <ul style="list-style-type: none"> I'm picturing... I can imagine... I can feel... I can see... My mental images include... <p>Asking Questions</p> <ul style="list-style-type: none"> I wonder... How could... <p>Inferring</p> <ul style="list-style-type: none"> I can tell that... because... This could mean... I predict... because... My conclusion here is... <p>Determining Importance</p> <ul style="list-style-type: none"> What's important here is... |

- Alternative to Write Around – “Fan and Pick” Teacher creates cards with quotes. First person fans out the cards, the second person reads the quote, third person analyzes, fourth person evaluates the response. (RL-11-12.1, RL-11-12.3)
- Analyze and discuss how story structure is viewed in an excerpt of a film adaptation when compared to the novel or text. (RL-11-12.3) (SL-11-12.3)
- Use *Teaching the Questions* as writing to learn activities. (RL-11-12.2)
(http://www.heinemann.com/shared/companionResources/E02157/BurkeWTBChapter2/TchQuestAssign_Fig2.10.doc)
- Read, pair, share, compare. Split class. Students read two different texts. They then pair up and share most significant points of each text. Students come together as a class and compare the texts. (RL-11-12.9)
- Choose two characters from two different texts and have the characters engage in a conversation that answers the question, “Do we find or create our true selves?” Format as a play, a poem for two voices, essay. (RL-11-12.9)
- Explore themes from Gatsby, Thomas Paine’s “The Crisis”, the Declaration of Independence and a piece of America, such as a historic flag or the Statue of Liberty. Explore the topic of The American Dream from its origin until the present through the lens of these texts. (RL, RI-11-12.9)(RI-11-12.7)(W-11-12.7)
- Students create and present a Wordle for their American Dream. www.wordle.net (RL.11-12.1) (SL-11-12.5)
- * Students provide an objective summary of F. Scott Fitzgerald’s *Great Gatsby* wherein they analyze how over the course of the text different characters try to escape the worlds they come from, including those whose help they get and whether anybody succeeds in escaping (RL.11-12.2)

- What matters to me is...
- One thing we should notice is...
- I want to remember...
- It’s interesting that...

Synthesizing

- Now I understand why...
- I’m beginning to think... because...

ELA Strands

Reading Literature, Performance

Select a one- to two-minute passage from one of the texts and recite it from memory. Include an introduction that states:

- What the excerpt is from
- Who wrote it
- Why it exemplifies Puritan literature

Record your recitation using a video camera so you can evaluate your performance for accuracy. (RL.11-12.9, SL.11-12.6)

Reading Informational Text, Argument Writing

In his essay "The Trials of Phillis Wheatley" Henry Louis Gates, Jr. discusses Wheatley's critics. He notes that her "trials" began when her white contemporaries doubted her ability to write. Today, Gates says, her "trials" continue. In the conclusion to his essay, Gates suggests that Wheatley's critics miss a crucial point: "The challenge isn't to read white, or read black; it is to read. If Phillis Wheatley stood for anything, it was the creed that culture was, could be, the equal possession of all humanity." Write an argument in which you agree or disagree with Gates; use evidence from Wheatley's work to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.1, RI.11-12.1, W.11-12.1)

Language Usage

Examine one of the texts studied in this unit for usage (e.g., words or conventions) that differs from contemporary usage. Discuss with classmates online or in class whether and/or how the meanings of words and/or sentence structure has changed since that time. "Translate" instances of antiquated syntax into contemporary sentences; determine whether and/or how the meaning of the sentence is affected by the translation. (L.11-12.1a)

Argument Writing

Seminar: Could some contemporary American approaches to religion be traced to Puritan origins? Why or why not? Write an argument in which you use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RI.11-12.4, RI.11-12.9, W.11-12.2)

Art, Speaking and Listening

Examine the artworks listed. What does each image show about "young America"? Examine the Copley painting in comparison to the Haidt. What can you learn about each of these women and their lives in America? How are the women different? Carefully examine the iconography present in each image. Compare the Peale, Copley, and Wright paintings. What can we learn about the new nation from the way these painters worked? Do you detect a European influence? What stylistic aspects or materials might American artists be borrowing from England, judging by the similarities between the Wright (English) and Copley or Peale (American) portraits? (SL.11-12.2, SL.11-12.3)

Reading Poetry, Reading Informational Text, Informative Writing

Seminar: Select one passage from one of the poems and one from one of the informational texts that treat a similar theme (e.g., "On Being Brought from Africa to America" and *Of Plymouth Plantation*). How are the themes revealed in the different genres? What different techniques or literary devices do the authors use to convey theme? Write an informative/explanatory essay in which you use at least three pieces of textual evidence to support an original thesis statement. Your teacher

may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.2, W.11-12.2, W.11-12.9, L.11-12.5)

Reading Informational Text, Argument Writing

After reading excerpts from "Sinners in the Hands of An Angry God," write an argument that explains why you think early settlers were persuaded by Edwards's sermon. Note evidence from the text to support your thesis. (RL.11-12.1, RL.11-12.2, W.11-12.1)

Reading Literature, Argument Writing

Seminar: "Does Anne Bradstreet's work typify or differ from the other Puritan literature that you have read?" Write an argument in which you use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.9, W.11-12.9, SL.11-12.1)

Speaking and Listening

Reflect on seminar questions, take notes on your responses in your journal or on a shared spreadsheet, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, RL.11-12.10, SL.11-12.1)

Film, Reading Literature, Argument Writing

Seminar: View a staged or film version of *The Crucible*. Then discuss this question: Is John Proctor a tragic figure? Why or why not? Compare him to other tragic figures studied in ninth grade, such as *Oedipus Rex*. Write an argument in which you use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates. (RL.11-12.3, RL.11-12.7)

Resources:

Kentucky Department of Education – KCAS

Common Core Curriculum Maps - <http://commoncore.org/maps/>

Barnes and Noble Booksellers - <http://www.barnesandnoble.com/>