

Randolph County Schools English 3- Curriculum Map

Unit: New World, New Nation Unit 1

Timeline: 3 to 4.5 Weeks

Essential Questions: Compelling and Inquiry Based

- What is identity and how is identity demonstrated through literature?
- What is the American identity and how is this identity formed through early American literature?
- How is author purpose backed up by persuasive appeals?
- How does Point of View affect our reading of a text?
- How can we separate an author's point of view and opinion from the facts regarding a situation?
- Why are genre, format and context important in understanding a text?
- How have social issues and the treatment of various people groups (Women, Native Americans, African Americans) changed since the Early American era?

Understandings, Learning Targets and “I Can” Statements	Aligned Standards
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Themes tend to be universal and timeless. <ul style="list-style-type: none"> • This time period is characterized by a high percentage of nonfiction and why this is so. • American literature of this time period is multi-faceted (in order to accommodate the variety of “American” contributors). <p>Students will be able to . . .</p> <ul style="list-style-type: none"> • Analyze didactic speeches and explain their role in the “First Great Awakening.” • Independently recognize thematic elements in period pieces. • Identify and explain the elements of Puritan literature. 	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <p>Craft and Structure</p> <ul style="list-style-type: none"> • RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • 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. Integration of Knowledge and Ideas

<ul style="list-style-type: none"> ● Distinguish between primary and secondary sources. ● Determine the role religion played in Early America. ● Determine the framework of seminal and historical texts. ● Compare and contrast these texts (including purpose). ● Analyze Puritan writings to determine their views of the relationship between religion, government, and community. <ul style="list-style-type: none"> ● Determine the point of view of Puritan writings. ● Identify early conflicts and explain the roles each subgroup plays. ● Identify early conflicts and explain the roles each subgroup plays. ● Determine the role syntax and diction plays in creating meaning and purpose in persuasive documents. Trace and evaluate ethos, pathos, and logos as utilized in context. ● Analyze purpose of persuasive (and other) documents. ● Compare and contrast authors' varying purposes within these documents <p>The purpose of rhetorical devices and figurative language in creating a persuasive appeal.</p>	<ul style="list-style-type: none"> ● RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, 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). ● 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>Texts, Types, and Purposes</p> <ul style="list-style-type: none"> ● 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. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. ● Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ● Provide a concluding statement or section that follows from and supports the argument presented. <p>Goals In ALL UNITS:</p>
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	L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 W.11-12.3 W.11-12.9 W.11-12.10 SL.11-12.1 SL.11-12.3 RI.11-12.2 RL.11-12.2
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Learning Plan that Includes: Focus Topics, Factual Content, Lesson Activities, Artifacts	Resources
<p>Students will know...</p> <ul style="list-style-type: none"> •Characteristics that define this era of writing as exhibited by various sub groups: explorers, Native Americans, Puritans. •Why literature from this time period exhibits these characteristics. •How to evaluate a text for point of view, purpose, and the impact of perspective on the meaning of a text. •The role of persuasive appeals and how to bolster an argument. •The role of figurative language in writing (to grab attention, prove a point, enhance imagery). •How identity impacts writing, both point of view and purpose. •The link between rhetorical devices and figurative language <p>Literary terms/device including (some may be review):</p> <ul style="list-style-type: none"> •Figurative Language: Metaphor, Simile, Synecdoche, Allusion, Personification, Onomatopoeia, Hyperbole, Alliteration, Oxymoron. •Rhetoric: Ethos, Pathos, Logos, Persuasive Appeals •Rhetorical Devices: Rhetorical Question, Apostrophe, Parallelism, Repetition, Anaphora, Conceit, Catalogue •Archetype: Trickster •Idealism, Pragmatism •Point of View •Puritan: Sermon, Covenant of Grace, Predestination •Didactic prose •Native American Literature: Oral Tradition, Myth -The Great Awakening -Subjective vs. Objective -Subject, Occasion, Audience and Purpose 	<p>Suggested Pieces</p> <ul style="list-style-type: none"> • Native American Myths: “Earth on the Turtle’s Back,” “When Grizzlies Learned to Walk Upright,” “Navajo Origin” •Native American Myth Videos (oral tradition vs. written word) “Earth on Turtle’s Back” (https://www.youtube.com/watch?v=ZOxrvbA_KCE) “Navajo Creation Myth” (https://www.youtube.com/watch?v=g9ZZFCIncAo) •“Modern” Native American Issues: “Museum Indians,” “I will Fight no more Forever,” Native American Mascot Controversy (A Variety available from Washington Post, NPR, video format) •Point of View Pieces: “The Interesting Narrative of the Life of Oladuah Equiano,” <i>Journals of Christopher Columbus, Narrative of Mary Rowlandson</i> <ul style="list-style-type: none"> • Excerpts from “Sinners in the Hands of an Angry God by Jonathan Edwards” and other sermons • Seminal US documents: <i>The Declaration, Preamble of the Constitution, Speech to the Virginia Convention, Bill of Rights, George Washington’s Farewell Address, History of Virginia, Of Plymouth Plantation</i> • Michel Jean De Crevecoeur’s <i>Letters from an American Farmer</i> • <i>Benjamin Franklin’s Autobiography</i> and <i>Poor Richards Almanac</i> • “Upon The Burning of our House,” “To My Dear and Loving Husband” by Anne Bradstreet • “Remember the Ladies” by Abigail Adams

Suggested activities:

- Student Created Creation Myths: Students will use a specified amount of Figurative Language and other features of Native American Myths.
- Argument Writing: After reading “Sinners in the Hands of an Angry God,” students will craft their own argument (style specified by teacher, this could be a sales ad, a response to Jonathan Edwards, etc.) in which they will establish Ethos, Pathos and Logos, as well as use a specified amount of rhetorical devices/figurative language in a persuasive way.
- Scene Translation: Students will take scenes from a work they have read (suggestions: *The Crucible*, *The Scarlet Letter*, Mary Rowlandson, “Upon the Burning of our House” etc.) and translate it to modern times including: modern language, modern religious and moral values, and modern context. The class will then discuss how identity has changed and whether or not society is better off now than it was in the time of the Puritans.
- 3x3 graphic organizers: Students will fill in a 3x3 graphic organizer (paper divided into a tic-tac-toe board) and find concepts they have learned within stories (rhetorical devices, figurative language, Native American myth features, Puritan elements)
- Point of View Analysis: Students will analyze a text that is heavily impacted by point of view and create a T chart of the truth as seen by the author/narrator and the truth of the situation (suggested texts: Christopher Columbus’ Journal, Mary Rowlandson, Equiano).
- Reliability: Pair the Columbus Narrative (or any other heavily point of view based document) with either videos or texts that are not reliable (*Discovery’s Mermaid “Documentary”*)
[<https://www.youtube.com/watch?v=TXAdkIvFFF8>] for

Supplementary Texts:

The Crucible by Arthur Miller

The Scarlet Letter by Nathaniel Hawthorne

(Tragic Hero, Fatal Flaw, Hamartia, Witch Hunt, Red Scare could be supplementary vocabulary for these works)

Texts discussing the history of these texts is also recommended such as: <http://edsitement.neh.gov/lesson-plan/dramatizing-history-arthur-millers-crucible> and

<http://www.17thc.us/docs/fact-fiction.shtml>

example)

- Fact Checking: Show students fact checking websites (Snopes.com, Politifact, etc.) and have them fact check the Columbus or another explorer's account of Native Americans/the new world.
- Pair *The Crucible* or *The Scarlet Letter* with clips from the movie version and compare the presentation of the text and themes. Students should also look at why scenes may have been added or removed, as well as why using the format of film freed the director from the confines of stage.
- Student made vocabulary graphic organizers: 1-2-3 charts, Frayer Models, etc.

Constructed Response Prompts: (Constructed responses should require students to look back into the text and use 2-3 examples to back up their answers):

- What is the primary way Jonathan Edwards chooses to present his argument in "Sinners in the Hands of an Angry God?" Evaluate whether or not his argument was effective.
- Analyze how the author's point of view in Sinners/Mary Rowlandson/Equiano/Columbus impacts the overall meaning of the text. How would the text be different if the author had maintained a more objective stance?
- What is the primary purpose for the use of figurative language in Native American Myths? How might this be a reflection on the intended purpose and audience of the myths?
- How does Arthur Miller develop the theme of the importance of a name (specifically John Proctor's name) in *The Crucible*? What is implied about the importance of a person's name at the end of *The Crucible*?
- How do we see our current American identity reflected in early U.S Documents (*Declaration*, Various speeches,

etc.)? Trace how this identity was originally shaped?

- What can we determine about Equiano's life after his narrative? Predict the outcome based on the evidence of the narrative, as well as logical inferences.

Artifacts:

- Persuasive Argument Writing
- Various Constructed Response Practice
- Student Made Creation Myth
- Study guides and Graphic organizers

Suggested Timeline (15 to 24 Days)

Native American Literature and Figurative Language 3-5 Days

- Myths 2-3 Days
- Current Issues 1-2 Days

Puritan Literature, Point of View and Rhetoric 7-9 Days

- Puritan intro 1 Days (various articles featuring an insight into Puritan culture recommended)
- "Sinners in the Hands of an Angry God" and Rhetoric 1-2 days
- Rhetoric and Seminal U.S Documents 2-3 Days
- Mary Rowlandson, Equiano, Christopher Columbus 3-5 days

The Crucible or Excerpts from The Scarlet Letter 5-10 days

- Students will explore through historical documentation from this time period how Puritan themes were presented by future generations. Social issues will be looked at from both the perspectives of the Puritans, the time periods of the pieces and today's standards.

