



**GRADE 11 AMERICAN LITERATURE
ELA CCGPS UNIT PLAN 1ST NINE WEEKS**

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

READING FOCUS : Literary

THEME: Fear and Persecution in Early American Literature

Extended Text: *The Crucible*, Arthur Miller

Short Texts Literary:

Sioux Native American Creation Story

http://chnm.gmu.edu/exploring/pre_18thcentury/creationstories/pop_sioux.html

“Legend of the Cherokee Creation” from the Cherokee Native American Tribe

<http://www.cherokee-nc.com/index.php?page=97>

“Diné” from the Navajo Native American Tribe

http://www.artsmia.org/world-myths/artbyculture/ketoh_story.html

“When Grizzlies Walked Upright” from the Modoc Native American Tribe

<http://www.csun.edu/~sa54649/314/Grizzlies.html>

“The Earth on Turtle's Back”, from the Onondaga Native American Tribe

http://teacherweb.com/AZ/ParadiseEducationCenter/Koblinski/earth_on_the_turtles_back.pdf

“Huswifery” by Edward Taylor

<http://www.poetryfoundation.org/poem/175404>

“Upon a Spider Catching a Fly” by Edward Taylor

<http://www.harvardsquarelibrary.org/poets/taylor.php>

“My Dear & Loving Husband” by Anne Bradstreet

<http://www.poets.org/viewmedia.php/prmMID/16108>

“Young Goodman Brown” by Nathaniel Hawthorne

<http://www.online-literature.com/hawthorne/158/>

“Rip Van Winkle” by Washington Irving

http://www.ibiblio.org/ebooks/Irving/Winkle/Irving_Winkle.pdf

Short Texts Informational:

Chapters 2 & 9 from “Of Plymouth Plantation” by William Bradford

<http://www.histarch.uiuc.edu/plymouth/bradford.html>

excerpt from “Sinners in the Hands of an Angry God” by Jonathan Edwards

<http://woodlawnschool.pbworks.com/f/Edwards+Sinners+in+the+Hands+of+an+Angry+God.pdf>

excerpt from The Autobiography of Benjamin Franklin

<http://www.ushistory.org/franklin/autobiography/page38.htm>

“Poor Richard’s Almanac” by Benjamin Franklin

http://www.archive.org/stream/poorrichardsalm01frangoog/poorrichardsalm01frangoog_djvu.txt

(shortened versions are available online)

“Common Sense” by Thomas Paine

<http://www.ushistory.org/paine/commonsense/singlehtml.htm>

Patrick Henry's Speech at the Virginia Convention

<http://www.history.org/almanack/life/politics/giveme.cfm>

The Declaration of Independence by Thomas Jefferson

http://www.archives.gov/exhibits/charters/declaration_transcript.html

Visual and Other Texts:

Inuit Tribal Lands (Topography & Background)

<http://www.learner.org/interactives/historymap/indians2.html>

Apache Tribal Lands (Topography & Background)

<http://www.sonofthesouth.net/american-indians/indian-territory.htm>

Navajo Tribal Lands (Topography & Background)

<http://www.anthro4n6.net/navajo/>

Modoc Tribal Lands (Topography & Background information)

http://ceres.ca.gov/geo_area/bioregions/

Onondaga Tribal Lands (Topography & Background information)

<http://www.onondaganation.org/land/maps.html>

The Crucible, 1996 Version (Rated PG-13). Starring: Daniel Day Lewis, Winona Ryder, Paul Scofield

The Crucible LitChart (a thematic analysis aid for the comparison of the text and film)

<http://www.litcharts.com/files/pdf/printer/thecrucible-LitChart.pdf>

Song: "Sympathy for the Devil" by The Rolling Stones

Johnny Tremain, 1957 (unrated). Starring: Hal Stalmaster, Luana Patten, Jeff York

The Patriot, 2000 Version (Rated R). Starring: Mel Gibson, Heath Ledger, Jason Isaacs

"Treason" painting - Patrick Henry's speech before the House of Burgesses (Peter F. Rothermel, 1851)

Declaration of Independence Intro (History Channel clip)

<http://www.history.com/videos/jefferson-challenges-the-king#declaration-of-independence>

Presentation of Patrick Henry's speech

<http://www.history.org/media/audio.cfm>

Website for creating Interactive Timelines

<http://www.timetoast.com/>

Website for creating Comic Strips

www.StripGenerator.com

WRITING FOCUS: Argumentative

ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)

Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.

1. ARGUMENTATIVE/OPINION: Edward Taylor's "Huswifery" approaches the notion of domesticity and faith through apostrophe and metaphor, while Anne Bradstreet's "To My Dear and Loving Husband" addresses the same topics in a more direct fashion. Both authors use the Puritan Plain Style of writing; however, they demonstrate their ideas very differently. Students will analyze and evaluate each poem to determine which has a more traditionally Puritanical message. Their thesis statement will discuss how the two works approach the same topics. They will discuss the merits and flaws of each work, citing examples from the texts to support their opinions.

2. ARGUMENTATIVE/OPINION : "Sinners in the Hands of an Angry God" relies heavily on imagery and figurative language to portray Edwards's message, while Arthur Miller's The Crucible is an allegorical tale of the events of the 1950s. Students will analyze how the use of literary devices helped the writers to forward their messages. They will examine the roles that fear and persuasion had within the country, as well as the changes that each work inspired. Students should use their notes, copies of the sermon and the play, and any other materials that the teacher deems appropriate for the assignment (encyclopedias,

websites, online sources, etc.).

3. ARGUMENTATIVE/OPINION: Students will analyze the methods of persuasion used and the claims made by Patrick Henry in his Speech at the Virginia Convention, Thomas Paine in “Common Sense”, and those within Thomas Jefferson’s Declaration of Independence. Using specific references to the texts and documenting their supports, students will choose two texts and discuss which would have had the greater effect on colonists’ perspective of the burgeoning country, had all the people been exposed to both writings.

4. INFORMATIVE/EXPLANATORY: Students will synthesize materials from throughout the unit to create a multimedia presentation that addresses how persuasion and the fear have affected the course of American history and literature. Discuss how those in power use fear and persuasion as tools of leadership. What are some of the key elements that exist within the mindsets of those in power? Those who are weakest? Students should work with advanced software, including options such as GoAnimate, Prezi.com, or Timetoast.com.

NARRATIVE/RESEARCH/ROUTINE WRITING

NARRATIVE

1. After reading the Native American creation myths, students will write their own mythical accounts of creation. They will use details from the regions in which they were born and from their ancestral heritage to create a story. Students should include the use of several narrative techniques, including dialogue and sensory details, to further the development of their stories. They should address at least two of the following ideas:

- the creation of the universe (coming from something or from nothing)
- the existence of evils and death
- the creation of (wo)men and their companions
- the relationship between man and his/her creator
- the life cycle

2. After reading excerpts from the Autobiography of Benjamin Franklin, students will examine their daily lives and complete their own list of virtues for self-improvement. They will elaborate on these virtues, explaining the significance of each in their own lives. They will then create a daily schedule, as Franklin had done, in order to attempt to better live by their newly defined improvements. Students will be asked to live by their new schedule over the course of three days, and then reflect on their successes each evening. To complete the task, students will write up their virtues, schedules, and evenings’ reflections. In a final paper, students will determine whether or not they were successful in their efforts, and why they believed themselves to be. They should include details as to which of their improvements were easiest to make and why, as well as which were more difficult to complete.

RESEARCH CONNECTION(S)

- further Native American myths
- The Great Awakening
- Salem Witch Trials
- allegorical writings in American Literature
- recent examples of Mass Hysteria/Mob Mentality
- further contributions of Benjamin Franklin, Thomas Jefferson, etc.
- The Enlightenment

- McCarthyism & the 1950s

ROUTINE WRITING Notes, summaries, process journals, and short responses across **all genres**

- Annotate texts as they are read (Give students a purpose in this. Tell them what to be looking for as they are reading.)
- Journal entries on given topics
- Claims & Warrants slips (Have students make a claim about something that they have read and then support it using one or two lines of text. A 1-2 sentences explanation should accompany this.)
- Cornell notes
- Daily response prompts
- Predictions made on texts
- Reviews of pieces read in class
- Peer editing with written feedback (Have students make editorial corrections, but also evaluate their partners work. They should leave a 3-5 sentence evaluation of a peer's paper, detailing at least one strength and two weaknesses that need to be addressed.)

PLANS FOR ASSESSMENT 1: *integrating reading selections from the unit into a writing task*

ARGUMENTATIVE/OPINION: Edward Taylor's "Huswifery" approaches the notion of domesticity and faith through apostrophe and metaphor, while Anne Bradstreet's "To My Dear and Loving Husband" addresses the same topics in a more direct fashion. Both authors use the Puritan Plain Style of writing; however they demonstrate their ideas very differently. Students will analyze and evaluate each poem to determine which has a more traditionally Puritanical message. Their thesis statement will discuss how the two works approach the same topics. They will discuss the merits and flaws of each work, citing examples from the texts to support their opinions

SKILL BUILDING TASKS *Note: tasks may take more than a single day.*

Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How can context enhance my reading experience?

TASK: establish historical context; make predictions

Standards:

ELACC11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

ELACC11-12RI10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC11-12W2: 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.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

ELACC11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make

informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Instruction:

- Have students begin a new notebook section for Unit 1. Establish a heading, including date and title. This section of notes will be general information on Native Americans.
- Begin with a bell ringer. Students should write out 5 things that they know about Native Americans living in the U.S.
- Share students' knowledge, and discuss which are truths and which are fallacies. Be sure to look up the accuracy of a few of the statements in order to model reference use.
- Present students with a PowerPoint presentation providing historical context on Native American traditions in the early 1600s. Discuss the significance of nature, traditions, and the importance of valuing the tribe over oneself.
- Explain the various regions in which they lived. Provide some details on the Eastern Woodlands, the Great Plains, the Southwest Desert, the Pacific Northern Coast, and in and provide students with information on the topography and climate of the Eastern Woodlands, Great Plains, Southwestern Desert, and Pacific Northern Coastal portions of the country. Include some information on temperature, rainfall levels, topography, wildlife, and vegetation.
- Students should create a chart in their notes to maintain the information on the Native Americans.

	Eastern Woodlands	Great Plains	Southwest Desert	Pacific Northern Coast
Temperature				
Rainfall Levels				
Topography				
Wildlife				
Vegetation				

Conclude with a discussion on how Native Americans' regions may have been reflected in their creation myths. Ask students if they believe that where people come from effects their beliefs and their views of the world.

ESSENTIAL QUESTION: How can context enhance my reading experience?

TASK: researching Native American tribes

Standards:

ELACC11-12RI7: Integrate and evaluate multiple sources of information presented indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

ELACC11-12RI10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC11-12W2: 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.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- ELACC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Observe hyphenation conventions.
- b. Spell correctly.
- ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.

Instruction:

- **This lesson should be completed in your school's library or media center.**
- Assign students to groups and provide each one with a region of the U.S. Each group should find and record information that answers the following questions:
 - Which Native American groups existed in your region of the country? How did they interact with one another?
 - Do any major land formations exist in your region? What are they? How might they have affected the daily lives of Native Americans?
 - What kinds of natural resources are available in your region? For what were they used?
 - Did this environment influence the Natives' beliefs or customs? Religion? Legends?
- Students will share their findings with the class. This may be completed formally or informally, depending upon the length of time given to students to complete the research, as well as the time allotted for the lesson.

***Assessment Opportunity**

ESSENTIAL QUESTION: How can context enhance my reading experience?

TASK: narrative writing, synthesize information, compare texts

Standards:

ELACC11-12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)

ELACC11-12RL9: 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.

ELACC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of

complex texts when reading

ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Instruction:

- Explain to students what creation myths are and what purpose they serve to different groups of people.
- Provide students with direct instruction on how to annotate and give them sample pages from properly annotated texts.
- Conduct group read-aloud of the Sioux Native American creation myth. Students should annotate the story as they read, looking for specific references to the region of the world that the story is from, the geography, and the culture.
- Discuss whether or not the region in which the Sioux lived plays an important role in their story. What parts of their region play into their myth? Why might this be significant to their story? To the people? What does the story reveal about the culture of the group?
- Jigsaw remaining stories. Students will return to their research groups, and each will read and annotate a creation myth that is relevant to the area previously studied. As a group and using their research notes, students will complete the following assignment and report back to the class:
 1. Discuss whether or not the region in which the Sioux lived plays an important role in their story.
 2. What parts of their region play into their myth?
 3. Why might this be significant to their story?
 4. To the people?
 5. What does the story reveal about the culture of the group?
- Each group will provide a synopsis of their story.
- They will share their ideas on regional significance with the rest of the class and students will record the information in their notebooks.
- Class will participate in a whole group discussion on why creation myths frequently are heavily influenced by the region in which a tribe lives.

ESSENTIAL QUESTION: How can creative writing enhance my understanding of written materials?

TASK: personal creation myths

Standards:

ELACC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.

Instruction:

- Review the common elements of Native American cultures with students.
- Tell students to use details from the regions in which they were born and from their ancestral heritage to write their own creation a story.
- They must include the use of several narrative techniques, including dialogue and sensory details, to further the development of their stories.
- They should address at least two of the following ideas:
 - the creation of the universe (coming from something or from nothing)
 - the existence of evils and death
 - the creation of (wo)men and their companions
 - the relationship between man and his/her creator
 - the life cycle
- Provide students with a timeframe for completion and the rubric that they will be graded on.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does making predictions create deeper understanding of texts?

TASK: establish historical context; make predictions, examine hypocrisy in history

Standards:

ELACC11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop the course of the text.

ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

Instruction:

- Have students begin a new notebook section. Maintain the heading, including date and title. This section of notes will be general information on Puritans.
- Explain to students that the origins of humanity are significant in all faiths, but that not everyone has been tolerant of others' beliefs. Create a Prezi or Time Toast to provide background information on the Puritans and their rationale for immigrating to and colonizing America. Students should begin a

new section on Puritanism in their notes.

- Discuss the Puritans' treatment of the Native Americans. Review the definition of hypocrisy and discuss the Puritans' rationale for their behavior (possible answers include fear, disgust, anger, "bandwagoning", a lack of cultural understanding).
- Introduce the concepts of apostrophe and Puritan Plain Style. Provide students with examples these.
- Reiterate the notion of the "self" as being less important than the community. Use this to explain the use of hyphens in adjectives (self-esteem, self-centered, self-assured, etc.).
- Provide students with a worksheet on using hyphens (<http://zigzageducation.co.uk/synopses/1115-s.pdf>)

**Homework Assignment: Have students bring in the lyrics to their favorite love song.

*Assessment Opportunity

ESSENTIAL QUESTION: How can knowing about an author lead to a deeper understanding of their work?

TASK: annotate writing, read and analyze Anne Bradstreet

Standards:

ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELACC11-12RL4: 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 as well as other authors.)

ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. 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.

ELACC11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.

Instruction:

- Provide students with background information on Anne Bradstreet (<http://www.harvardsquarelibrary.org/poets/bradstreet.php>)
- Split students off into small groups and have them examine and annotate their lyrics for common qualities (ie: ideas, phrases, purposes, images, etc.)
- Have a whole group discuss on the purpose of these commonalities, and why people write love songs to one another.
- Read Anne Bradstreet's "To My Dear and Loving Husband". Have students annotate vocabulary, diction, and tone.
- Reiterate the importance of religion, piety, and holy devotion during the Colonial Period. Remind students that open displays of romantic love were deemed unacceptable.
- Split into groups and examine poem for qualities that students identified in their own lyrics. Students should take notes on these qualities.
- Bring class together and compare students' findings. Discuss what elements of current love songs existed within Bradstreet's poem, and what ones didn't. Ask students why they believe certain elements were left out or included.
- They should provide textual support for their arguments.

*Assessment Opportunity

ESSENTIAL QUESTION: How can analyzing poetry lead to greater critical thinking skills?

TASK: poetry analysis

Standards:

ELACC11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELACC11-12W2: 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.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

ELACC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Instruction:

- Reread Anne Bradstreet's "To My Dear and Loving Husband".
- Examine the poem and Bradstreet's use of poetic devices. Have students analyze and annotate for the use of metaphor, tone, anaphora, structure, etc. Use references to clarify meanings of language. What is Bradstreet's purpose in writing this? In her use of devices?
- Read "Poetry Pairing | 'To My Dear and Loving Husband'" from the NY Times. Have students analyze the arguments that commenters make on the story as well as the comparison. How does it relate to the lyrics that they have analyzed? (<http://learning.blogs.nytimes.com/2011/11/17/poetry/>)
- Using their notes on the poem, have students rewrite the work in updated language. They should keep the tone & message the same but use metaphors that are appropriate to their lives.
- Students share new poems with classmates.

Assessment Opportunity*ESSENTIAL QUESTION: How can understanding an author enhance my reading experience?****TASK: poetry analysis**

Standards:

ELACC11-12RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

ELACC11-12RL9: 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.

ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. 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

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELACC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance

understanding of findings, reasoning, and evidence and to add interest.

Instruction:

- Provide students with background information on Edward Taylor (<http://www.harvardsquarelibrary.org/poets/taylor.php>)
- Deliver direct instruction on conceit and apostrophe. Check for understanding by asking students to provide further examples of each.
- Read “Huswifery” aloud (either the students or the teacher can read this). Explain that it is a prayer in poetic form.
- Examine the author’s use of language. Have students annotate the poem, looking specifically at the style and tone of the work. What is the message that Taylor is trying to convey?
- Repeat the above activity using Taylor’s poem “Upon a Spider Catching a Fly”. How is the structure of this poem different than most Puritanical poems?
- Students will formulate an argument stating which poem adheres to Puritanical beliefs. They will use textual evidence to support their ideas.

***Assessment Opportunity**

ESSENTIAL QUESTION: How can comparing works enhance my understanding of literature?

TASK: poetry comparison

Standards:

- ELACC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. e. Provide a concluding statement or section that follows from and supports the argument presented.
- ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
- ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Review the mores of Puritanical society with students. Remind them of the significance of following social rules and religious requirements.
- Create Compare/Contrast charts on the works of Bradstreet and Taylor. These charts should look something like this:

Elements/Style	Bradstreet	Taylor
Use of Metaphors		
Tone		
Language		
Syntax		
Metaphor		

- Have students add categories for comparison and analysis according to classroom discussions.
- Students will create slides for a presentation before the class.
- Have students respond to the following questions in their notes:

- Do these works reflect what you would expect of devoted Puritans?
 - Are they typical representations? Why or why not?
 - How would members of the colonial villages react to their works?
 - Do these pieces meet the definition of Puritan Plain Style? Explain.
- Discuss as a class.

ESSENTIAL QUESTION: How does creating an assessment lend itself to deeper understanding?

TASK: Webquest

Standards:

ELACC11-12RL9: 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.

ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELACC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELACC11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- Students will create a web quest as a review of information on poets and Puritan daily life. Have students choose teams (or assign them).
- Review each portion of a web quest and have students draft their ideas for each section. Provide them with a web address to reference while creating each section. (e.g. <http://webquest.sdsu.edu/templates/lesson-template1.htm>)
- Quests should have the following sections:
 - Introduction: introduce the activity; prepare and engage the intended audience
 - Task: describe clearly what the end result of the quest will be; explain the end results
 - Process: describe the steps that must be taken in order for the quest to be completed
 - Evaluation: describe how the activity will be assessed
 - Conclusion: summarize what students will have learned by completing this lesson
- Provide students with a rubric for assessment with the assignment sheet.
- Present web quests across the class and have students complete others' for review before assessment.

***Assessment Opportunity**

At the conclusion of these tasks, have students complete the writing assessment identified at the beginning of this segment. The writing can be completed in class or as homework at instructor discretion.

PLANS FOR ASSESSMENT 2: *integrating reading selections from the unit into a writing task*

ARGUMENTATIVE/OPINION : "Sinners in the Hands of an Angry God" relies heavily on imagery and figurative language to portray Edwards's message, while Arthur Miller's The Crucible is an allegorical tale of the events of the 1950s. Students will analyze how the use of literary devices helped the writers to forward their messages. They will examine the roles that fear and persuasion had within the country, as well as the changes that each work inspired. Students should use their notes, copies of the sermon and the play, and any other materials that the teacher deems appropriate for the assignment (encyclopedias, websites, online sources, etc.).

SKILL BUILDING TASKS *Note: tasks may take more than a single day.*

Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How do writers persuade their audiences?

TASK: classifying advertising

Standards:

ELACC11-12RI5: 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.

ELACC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELACC11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

ELACC11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- Have students skip a few pages to a new notebook section. Maintain the heading, including date and title. This section of notes will be general information on Persuasive Techniques.
- Provide students with direct instruction in various types of advertising. This should include (but is not limited to) the following:
 - Facts & Figures: using tests, statistics, or other "scientific" information to prove that one product is better
 - Plain Folks Appeal: showing that a product is great for people "just like you" or for "ordinary" situations
 - Card Stacking (Glittering Generalities): including only the positives of a product and ignoring the negatives or side effects
 - Testimonials: celebrity endorsements
 - Hidden Fears: suggesting that a product will prevent or protect you from something unpleasant or undesirable
 - Unfinished Comparisons: comparing a product using words such as better or longer without providing the other side of the comparison
 - Name Calling: using negative words against a competitor
 - Snob Appeal: suggesting that a product can make you more special
 - Repetition: repeating the name or the advantage of a product over and over again
 - Bandwagon: convincing someone to do something or believe something because everyone else does

- Have students use a computer or newspaper to identify the types of advertising discussed. Each student or group should create a poster or picture illustrating different examples of his or her method of persuasion.
- Provide students with a chart or table with each of the types of persuasion on it. Leave out some of the titles, definitions, or examples and have them complete the missing sections without using their notes.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does persuasion affect my daily life?

TASK: create an advertising campaign

Standards:

ELACC11-12RI4: 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).

ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

ELACC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ELACC11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- Put students in small groups according to what they would like to work on – persuading others to buy a product, to take on a certain view point, or to participate in an activity.
- Each group will choose a topic that matches their category and begin to examine campaigns on the computer and in the news that are similar to their own selection (ie. political candidates’ platforms, recycling campaigns, Nike sneakers)
- Students will conduct research on their selected topic to determine whether or not it is popular, with what groups, and how it should be marketed to their target audience.
- They will create a marketing campaign in an effort to reach their target audience (a presidential candidate reaching young voters, a recycling campaign targeting big business, Nike sneakers towards young men).
- Each campaign should consist of an advertising “billboard”, a TV commercial, and a Fakebook page.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do authors persuade their audiences?

TASK: Posters, narrative writing

Standards:

ELACC11-12RI9: 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.

ELACC11-12W2: 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.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American English) as needed.

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- Returning to their Puritan notes section in their notebooks, have students write a newspaper advertisement seeking a new governor for the colonies. Remind them to use what they know about Puritan life and establishing a new settlement in the colonies. Create a job description that details the necessary qualities of the person, as well as the duties that he or she will need to perform. Use references to check the accuracy of language use.
- Students should then respond to one another’s ads, writing as an applicant to the position. They must explain previous experiences that would allow them to be successful leaders in the new colony. They should also detail personal goals and aspirations that they would like to see happen for each colony and outline a plan of action to achieve those goals.
- Provide students with background information on William Bradford.
- Create two posters:

The Trip to Plymouth

Before Reading	After Reading

The Life of the Pilgrims

Before Reading	After Reading

- Have students write in what they know about each category prior to reading the narrative. Then go back and complete the posters after students have completed the reading. Compare the accuracy of their knowledge with the accounts provided by Bradford. Were their assumptions correct? What differed in their understanding and the accounts read?

ESSENTIAL QUESTION: How do authors persuasion to appeal to different types of people in the same audience?

TASK: Aristotle's Rhetorical Triangle

Standards:

ELACC11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

c. 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.

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives

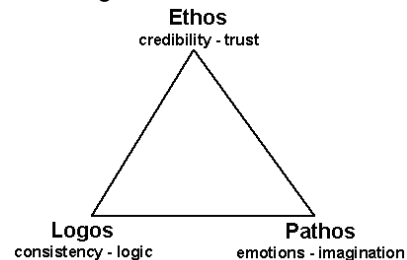
ELACC11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Instruction:

- Give students a copy of Aristotle's Rhetorical Triangle and explain each vertex to students (<http://www.public.asu.edu/~jvanasu/rhet-triangle.htm>). Have them paraphrase your explanation to check for understanding.



- Provide students with background information on Jonathan Edwards (<http://edwards.yale.edu/research/about-edwards/biography>). Explain that he was one of the leaders of The Great Awakening, a religious movement aimed at returning to a stricter form of Puritan life.
- Complete the reading of "Sinners in the Hands of an Angry God".
- Students should use their knowledge of Jonathan Edwards, The Great Awakening, and Puritan life, to dissect the sermon and identify each point in Aristotle's triangle, then write an argument to support your points. Use textual support.
- Compare what points each group determined for each section.

ESSENTIAL QUESTION: How does figurative language affect an audience's perception?

TASK: imagery study

Standards:

ELACC11-12RI6: 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.

ELACC11-12RI8: 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.)

ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ELACC11-12W2: 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.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Provide students with a copy of “Sinners in the Hands of an Angry God” and ask them to annotate it for examples of figurative language and persuasion, paying close attention to Edwards’s use of imagery.
- Have students compare the passages that they selected and share with the class why he or she chose the passages that they did. Ask students to clearly explain the imagery and why they believe that Edwards chose to use the language that he did.
 - What sense does it appeal to?
 - What images are brought to mind from the language?
 - Does it have the desired effect?
- Have students select the passage that they feel is most powerful and effective. Determine what kinds of persuasion techniques are used within it and explain. Then, illustrate the selected text.
- Create a caption or paraphrase the section of the reading to clarify illustrations.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do historical events impact writers’ topics?

TASK: Salem Witch Trial study

Standards:

ELACC11-12RI3: 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.

ELACC11-12RI4: 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).

ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

b. 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.

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- ELACC11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- ELACC11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- Show students "The Trial of George Jacobs," August 5, 1692 (<http://etext.lib.virginia.edu/salem/witchcraft/texts/>). Ask them to evaluate what they see in the scene. How are the people behaving? What might they be thinking? Feeling?
- Have students begin a new notebook section. Maintain the heading, including date and title. This section of notes will be general information on The Crucible.
- Provide students with background information on the Salem Witch Trials. Remind students that accused people had to defend themselves and were considered guilty until proven innocent.
- Have them draw names to determine the roll that they will play in the Salem Witch Trials. They will research and tell the class about their historical figure (<http://www.salemwitchtrials.com/index.html>)
- Have students analyze the transcripts in groups, with key trial members in each group (John & Elizabeth Proctor, Tituba, Abigail Williams, Giles & Martha Corey, Rebecca Nurse, etc.)
- Students will stage the trial using the information that they have gained throughout their research.
- Assign a jury and a judge to preside over the hearings. Have the students present their cases before the class, allowing the jury to determine their guilt or innocence.
- Have students discuss how their opinions were swayed by the testimony of some of the accused, as well as the discussion amongst the jury during their deliberation.
- Provide information on Mass Hysteria and the “Mob Mentality”.

ESSENTIAL QUESTION: How do historical events impact writers’ topics?

TASK: Red Scare game

Standards:

- ELACC11-12RI7: Integrate and evaluate multiple sources of information presented indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grades 11–12 Reading standards to literature (e.g., “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”).
- ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when

possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELACC11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- Create a fake memo about an emergency and then have a colleague come into class and read it.
- Tell students that it is in their best interest to allow the administration to search their backpacks; however, they have the right to say no.
- Have students raise their hands as to who is willing to be searched and who is not. Make a note of those on each side.
- Ask students why they believe classmates voted in the opposite way from them (not why they voted the way that they did). Lead the conversation towards peer pressure, being accused, and guilt vs. innocence.
- Explain to the students that the memo was false. Pose the following questions to them:
 - Are people's rights as important when the safety of others is compromised?
 - How far is too far when people's rights are taken for the safety of others?
- Provide students with background information on McCarthyism and the Red Scare. Explain that it was during this time period that Arthur Miller wrote The Crucible.

ESSENTIAL QUESTION: How do writers use suspicion and fear to engage an audience?

TASK: Reading Act I of The Crucible

Standards:

ELACC11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Instruction:

- Cut out slips of paper and put different colored dots on each one. Make about ¼ of the slips with red dots.
- Give each student a slip of paper and explain to the class that they must make groups of students that do not have a red dot on their slip.
- Students may ask any questions that they choose to find one another, however they cannot use the words dot, circle, spot, point, etc. and they cannot name specific colors at all. (eg: Are you for or against bright colors?)
- Students with red dots should attempt to infiltrate the group of colored dots without giving away that they are red.
- Any group with no red dots gets a 100 for a participation grade. Any groups with a red dot get a 0. Red dots that are able to infiltrate the groups will get a 100 as well.
- Give the students about 10 minutes to complete the activity.
- Explain that during both the Salem Witch Trials and the Red Scare, suspicion and fear created hysteria and ran throughout society. This is a key element within The Crucible. Have them focus on this idea, and Puritan ideals, as they read Act I.
- Provide students with guided reading questions, study questions, etc. for Act I and then read aloud in class.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does examining characters' perspectives enhance my understanding of literature?

TASK: Character journals

Standards:

ELACC11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- Complete the reading of Act II of The Crucible.
- Discuss the interview process that the Proctors had with Hale and, subsequently, Mr. Cheever. How has each character responded to the accusations? Why? What would students have done differently had they been accused and had a warrant issued for their arrest?
- In small groups, students should work to write a journal entry from the perspective of each character in the scene. The entries should address the characters' feelings on the events taking place in Salem, as well as the methods that are being used to "cleanse" the town.
- Have students write in the language that they believe each of the characters would use. They may also address other points in the story that they feel are affecting the characters' mindset and behavior.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do authors use dialogue to further their plotline and give deeper meaning to a work?

TASK: Fishbowl

Standards:

ELACC11-12RL4: 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 as well as other authors.)

ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested
- ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

Instruction:

- Select quotes from the first three acts of the play (<http://www.shmoop.com/crucible/quotes.html>). Put them on slips of paper, but keep them chronological. Do not let students know that they are in order (this forces to recall previous discussions and details, but keeping them in order allows for review of the plot as it has occurred). Put the students' names on another set of slips.
- Select one student to "go against" you on the first quote. Read the quote aloud to the class, and provide an interpretation of the quote – put it into modern language. Then, have the student explain the significance of the line.
- Have the student in the "fishbowl" choose another slip of paper to get a new "opponent". Give the next quote selected "at random" to the student. This time, have the student read the quote aloud and put it into modern English. The partner will then explain the significance of the quote and the roles will continue to with new students entering at each turn.
- Encourage other students to ask questions of the pairs and to put them in the "hot seat" while in the fishbowl. Tell the audience that they may help out as well when the players get stuck.

ESSENTIAL QUESTION: How do historic events influences writers?

TASK: Real world connections

Standards:

- ELACC11-12RI7: Integrate and evaluate multiple sources of information presented indifferent media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELACC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grades 11–12 Reading standards to literature (e.g., "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").
- ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Observe hyphenation conventions.
- b. Spell correctly.

c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Instruction:

- After completing The Crucible, have students examine other examples of the “Mob Mentality” or Mass Hysteria that have occurred throughout human history. They should examine the following questions on a topic of their choosing:
 - Who was involved?
 - When and where did it take place?
 - What event spurred the hysteria?
 - How were people’s lives impacted?
 - Did it alter the course of history? How?
- Students will create a Wiki page that addresses these ideas and compare them to the actions of the people of Salem in The Crucible.
- With each answer to one of the above questions, students will parallel their work with a response using the events of the play in the same way that they used the historical event they have chosen. For example, they may choose to split the page down the center, showing on one side who was involved in the event of their choice. The other side would then explain who was involved in the play.
- Presentations should contain graphic and audio components. They should also include a works cited or bibliography for the information gathered.
- Students will present before the class, and then assign students to read and comment on one another’s work for a homework and/or participation grade.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do authors use figurative language to demonstrate their beliefs and persuade their audiences?

TASK: Literary devices chart

Standards:

ELACC11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

ELACC11-12RI3: 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.

ELACC11-12W2: 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.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

ELACC11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Students will reread selections and analyze the texts read throughout the unit for the use of literary devices (have them pay specific attention to allegory, metaphor, and imagery), and similarities in themes.
- Each student will work with one of the texts assigned and complete the chart listed below. Feel free to add any categories that you may have covered in class during discussion.

Device	"To My Dear and Loving Husband"	"Huswifery"	"Upon a Spider Catching a Fly"	"Sinners in the Hands of an Angry God"	<u>The Crucible</u>
Metaphor					
Symbolism					
Allegory					
Characterization					
Irony					

- If they are unable to find an example of one of the literary devices on the chart, they must find a second example of one of the ones they already reviewed (eg: if there is no metaphor, they must find two examples of characterization supporting their idea). This requires them to find multiple pieces of textual support.
- In order to even out the tasks, the poetry may be grouped together as one particular area to analyze. Have them evaluate each work for its Puritanical message and determine which piece best fits the definition of Puritanism. They should be able to support their opinions using historical and textual evidence.

***Assessment Opportunity**

At the conclusion of these tasks, have students complete the writing assessment identified at the beginning of this segment. The writing can be completed in class or as homework at instructor discretion.

PLANS FOR ASSESSMENT 3: *integrating reading selections from the unit into a writing task*

ARGUMENTATIVE/OPINION: Students will analyze the methods of persuasion used and the claims made by Patrick Henry in his Speech at the Virginia Convention, Thomas Paine in "Common Sense", and those within Thomas Jefferson's Declaration of Independence. Using specific references to the texts and documenting their supports, students will choose two texts and discuss which would have had the greater effect on colonists' perspective of the burgeoning country, had all the people been exposed to both writings.

SKILL BUILDING TASKS *Note: tasks may take more than a single day.*
Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does understanding context enhance my reading experience?

TASK: Defining revolution

Standards:
 ELACC11-12RI10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
 ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.

ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.
- b. Spell correctly.
- c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Instruction:

- Have students begin a new notebook section. Maintain the heading, including date and title. This section of notes will be general information on the Revolutionary period.
- Pose the following questions to students: What does it mean to revolt? Why do people do it? What are things in your life that you feel you should revolt against? Have them write their responses in their notes.
- Explain to students that revolution also means creating a new society – one that is based upon the values and desires of those who are present after the fighting has ended. This is not as easy as it sounds.
- Put students into groups and have them create a society of their own. They should consider and write about and the following elements:
 - Government (What are their laws and what happens if they did not obey them? Who establishes these laws)
 - Religion (What are their beliefs about life and death? Does everyone have to participate or are they free to practice their own faiths?)
 - System of education (What are their schools like? Who runs them? Are they public or private?)
 - Food supply (What do they eat? Where do they get it? Who is responsible for providing it?)
- Students can create formal presentations on this or it can be a class discussion.

*Assessment Opportunity

ESSENTIAL QUESTION: How do authors use persuasion to appeal to an audience?

TASK: Thomas Paine's "Common Sense"

Standards:

ELACC11-12RI4: 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).

ELACC11-12W2: 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.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

ELACC11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts

when reading.

ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Instruction:

- Review the use of primary source documents and provide students with reference materials for understanding language. Ask students to maintain a list of the words that they look up as they are reading.
- Break students into three groups and have each team read a section of Thomas Paine's "Common Sense", using appropriate reference to look up words that are unfamiliar or misunderstood.
- Groups should summarize their section and address the following questions:
 - What was Paine's purpose in this section? What did he want readers to understand?
 - Why did he choose this method of presentation for his beliefs? Why did he use the language that he did?
 - Why was he choosing to address this particular topic? What are his feelings on this subject? What was he trying to persuade others to think/do/feel/believe?
 - What information was included or excluded? What clues does this piece provide about the beliefs and behaviors of the time period?
 - In what ways does Paine appeal to readers' emotions and/or logic?
- Bring students back together to discuss their group analysis of the work and to share their insights into Paine's writing. Have the students explain to each other what their section was about and how they responded to the questions posed.

ESSENTIAL QUESTION: How do authors use different methods of persuasion to appeal to an audience?

TASK: Responding to Thomas Paine's "Common Sense"

Standards:

ELACC11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELACC11-12RI5: 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.

ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue;

clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- After reading and analyzing "Common Sense" by Thomas Paine, have students put into their own words the main points that Paine was trying to express to the colonists. What were his five largest arguments and what did they mean for the colonial people?
- Discuss with the students whether or not they feel that these points would be strong enough reasons for them to revolt against their own government. Remind them of the consequences for the revolutionaries should they have lost the battle with England.
- Students will then write a letter to Thomas Paine, addressing the strengths and weaknesses of the arguments that he makes. They should explain whether or not they would follow him in a revolution based on the arguments and evidence that he provided had provided them with in his writing.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do writers use persuasion to inspire an audience?

TASK: analysis of art, background information on Patrick Henry

Standards:

ELACC11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELACC11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- Show students the painting "Treason" done by Peter F. Rothermel in 1851. Tell them that you are giving them 30 seconds to memorize all of the details that they can without writing them down. When the time is up, they will be asked to share with the class what they are able to recall.
- Have the class share the details that they remember with the class, and ask students why certain points stuck in their minds more than others did (answers should include the anger on some faces, the concern on others'; the ladies in the balcony & their dress; the man reaching towards the speaker).
- Show students the painting again, and ask them to focus on the parts that they did not look at before. They should take notice of the points that were mentioned by the teacher.
- Explain to students that the painting portrays Patrick Henry, a revolutionary speaker. Provide students with background information on Patrick Henry and his influence at the Virginia Convention. Include details on what the convention was held for, who attended, and what was discussed.
- As an exit ticket, have students write about something for which they would be willing to fight and die.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do authors use persuasion to inspire an audience?

TASK: Analyzing Patrick Henry’s “Speech to the Virginia Convention”

Standards:

ELACC11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

ELACC11-12RI9: 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.

ELACC11-12W2: 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.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)”).

ELACC11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Inform students that they will be listening to a speech that is said to have played a large role in motivating the American government to go to war with Britain prior to the battles that began the American Revolution.
- Tell students that they should be listening to the tone that Henry uses, as it is significant in understanding his audience as well as his purpose.
- Provide students with copies of the speech so that they can read along, and then play the audio of Patrick Henry’s speech to the Virginia Convention to the class.
- After listening to the speech once, have the students work with a partner to analyze the text for specific literary components. They should seek to identify the author’s tone, purpose, and persuasive techniques along with his use of allusion, parallelism, and rhetorical questioning.
- On a piece of butcher paper, have students write out each of the elements that they identify, where it takes place in the speech, and what its purpose is. Hang the papers around the room, and have students move from poster to poster, adding the details that they have found that do not yet appear on the posters.
- Close with a whole group discussion on each element.

ESSENTIAL QUESTION: How does historical literature apply in the present world?

TASK: Creating an informational pamphlet

Standards:

ELACC11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in

order to address a question or solve a problem.

ELACC11-12W2: 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.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ELACC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each

ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)”).

ELACC11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- List several significant national issues on the board (possibilities include public education, healthcare reform, reproductive rights, taxes, governmental participation in business, the national debt, etc.).
- Divide the class into groups of three and assign each group a topic. Students should be placed with others who are like-minded on the issues.
- Have students discuss their views with the group, and then conduct further research on their topic by reading contemporary magazines, newspapers, websites, etc.
- Students will then create a poster or pamphlet in the likeness of Thomas Paine’s “Common Sense”, documenting their topics and presenting the information with their own uses of allusion, parallelism, emotional appeal, etc. These documents should feature multiple photographs or illustrations, and demonstrate students’ understanding of the topic that they have researched.
- Using their informational pamphlets or posters, each group will write a speech modeled after Patrick Henry’s “Speech to the Virginia Convention” that demonstrates their solution to the national problem.
- Students will use the pamphlet or poster and their speeches to make a presentation before the class, attempting to persuade the class to take the action that

- each group has decided upon in order to solve the national problem.
- Students in the audience will then vote on whether or not they would support each group’s plan of action. The group with the most votes wins.

ESSENTIAL QUESTION: How can dialogue clarify an author’s message?

TASK: Writing dialogue

Standards:

ELACC11-12RI9: 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.

ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. 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.

c. 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.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

ELACC11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Instruction:

- Divide students into a red team and a blue team, then have them choose a partner from the opposing color.
- Each pair of students will create a dialogue that occurs on the streets as the Revolutionary War breaks out. Students on the red team will be patriots and students on the blue team will be loyalists.
- Each dialogue must contain an analysis of the arguments presented in Patrick Henry’s “Speech to the Virginia Convention”, with the loyalist analyzing the speech for weakness in argumentation, fact, appeal to emotion, etc. The student is free to include his or her own emotional appeal in an effort to have his or her partner understand this perspective.
- The patriot must then attempt to persuade the loyalist to take arms against England by supporting Henry’s speech with factual evidence and his or her use of persuasive techniques.
- Each pair should include at least three references to the speech per speaker. Depending upon class time devoted to this lesson, students may choose to present their dialogue before the class. In this case, the class could then do an anonymous vote as to who the more convincing speaker is within each pair.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does reading journals as literature offer unique perspectives?

TASK: Revolutionary’s journal

Standards:

ELACC11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- Provide students with details on the day to day life of the people in America just prior to the Revolutionary War. Explain the roles that women, children, and young and grown men were being asked to play. Reiterate the tension that was building and the calls to arms that were regularly being raised.
- Play students selected scenes from The Patriot or Johnny Tremain in order to illustrate the daily existence of families.
- Students should choose a character from the film or create their own. They will write diary entries depicting their daily life before the war, and then how it has changed during the war.
- Students may then choose to write how their lives are after the war has ended, or they may write a "final letter" to a family member or other loved one at the close of the battles.
- For extra effect, "tea wash" the letters and diary entries before displaying them. The paper looks aged, creating a more authentic look to the students' work. To do this, brew very strong black tea and blot it onto the students' work. Allow it to dry completely before moving the papers. Be sure that the papers are written in blue or black pen. Do not print from the computer, write in gel pen or in pencil as these will bleed or become invisible through the tea.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do primary sources offer insight into American history?

TASK: Understanding the Declaration of Independence

Standards:

ELACC11-12RI8: 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.)

ELACC11-12RI9: 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.

ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "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 Case majority opinions and dissents) and the premises, purposes, and

arguments in works of public advocacy (e.g., The Federalist, presidential addresses]).

ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ELACC11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

b. Analyze nuances in the meaning of words with similar denotations.

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Instruction:

- As students enter the classroom, tell them that they will have the opportunity to win a cash prize if they can persuade you to give it to them. Allow three or four students to make the attempt, but ultimately "decide" that none of them were compelling enough.
- Ask the class to recall the methods of persuasion that they learned and try to identify the types that their classmates used. Explain that Thomas Jefferson's Declaration of Independence was also meant to be a persuasive document. By putting all of the colonists' grievances in one place and allowing them to see the list, Jefferson was attempting to gain support for the Patriots' cause.
- Distribute copies of the Declaration of Independence to students and read aloud together. Stop periodically to check for comprehension. Have students annotate the document, looking at methods of persuasion, as the class reads and discusses.
- Ask students if they think the arguments would be compelling enough to encourage colonists to fight against Britain, in despite the results that losing would carry for them.

ESSENTIAL QUESTION: How does recreating a document enhance the understanding of it?

TASK: Personal declaration of independence

Standards:

ELACC11-12RI10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC11-12W2: 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.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- After having read and annotated it, provide students with copies of the Declaration of Independence.
- Review each of the components and explain what occurs in each section:
 - Preamble: the reasons for writing the Declaration of Independence
 - Statement of beliefs: the statement of what the signers believe; their philosophy behind the writing
 - List of grievances: the problems that prompted the writing of the declaration
 - Statement of prior attempts to redress grievances: a demonstration of what the colonists did to rectify the problems
 - Declaration of independence: statements of changes that will occur after separation is complete
 - Signatures
- Examine each piece of the document, one section at a time (i.e.: review the purpose, language, & rationale of the preamble).
- Have students mimic each section, declaring themselves independent of their school.

***Assessment Opportunity**

At the conclusion of these tasks, have students complete the writing assessment identified at the beginning of this segment. The writing can be completed in class or as homework at instructor discretion.

PLANS FOR ASSESSMENT 4: *integrating reading selections from the unit into a writing task*

INFORMATIVE/EXPLANATORY: Students will synthesize materials from throughout the unit to create a multimedia presentation that addresses how persuasion and the fear have affected the course of American history and literature. Discuss how those in power use fear and persuasion as tools of leadership. What are some of the key elements that exist within the mindsets of those in power? Those who are weakest? Students should work with advanced software, including options such as GoAnimate, Prezi.com, or Timetoast.com.

SKILL BUILDING TASKS *Note: tasks may take more than a single day.*

Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does understanding historical context enhance my reading experience?

TASK: Pre-reading

Standards:

ELACC11-12RL4: 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 as well as other authors.)

ELACC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ELACC11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Provide students with direct instruction on allegory. Review symbolism and check for understanding of both topics.
- Pose these questions to students: Have you ever knowingly chosen to do something wrong? Why did you make that choice? What were the consequences of those choices?
- Pass over lyrics to "Sympathy for the Devil" by the Rolling Stones and have the students read along as they are listening to the music. Ask them not to speak after the song ends, and to write down what they think it is about.
- Have students share responses, and lead them towards a discussion on the seductiveness of evil.
- Ask them to define evil for themselves in a journal entry. Have them provide examples of evil in the world today.

ESSENTIAL QUESTION: How do allegorical works influence readers' perceptions of society?

TASK: Defining hypocrisy through Young Goodman Brown

Standards:

ELACC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g., "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").

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or

issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Instruction:

- After reading “Young Goodman Brown”, split students into groups to analyze the story. They should specifically recall their prior lessons on allegory and symbolism.
- Assign each group a character to analyze (use Brown, Faith, Goody Cloyse, the Devil, and the Deacon). Each group should create a notebook paper sized chart that looks like this:

Character	Brown	Faith	Goody Cloyse	The Devil	The Deacon
<i>Allegory</i>					
<i>Support</i>					
<i>Support</i>					
<i>Symbol</i>					
<i>Support</i>					
<i>Support</i>					

- Each group should determine what the assigned character is representative of within the story. They should denote symbol(s) that agree with their evaluation and make a note of where the symbol first appears.
- After filling in the symbol and allegory portions for their characters, have students pass their chart to the next group. This group will fill in what they determined about their character, and then find an example of textual support for the previous group’s character analysis.
- After filling in one section, pass the charts around to another group. Continue moving the character analyses throughout the class until each chart is full.
- Ask students to evaluate one another’s understanding of each character. How did the devil’s persuasion play a role in Goodman Brown’s life? Were there multiple symbols for each character? What were they representative of? Could their symbolism have applied to more than one person in the story? Were the characters representative of more than one characteristic of humanity? What were some of the possibilities?
- Provide students with copies of the chart to keep in their notes.

ESSENTIAL QUESTION: How are American culture and values reflected in literature?

TASK: Excerpts, The Autobiography of Benjamin Franklin

Standards:

ELACC11-12RI9: 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.

ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ELACC11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content,

choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.

Instruction:

- Reiterate to students that one of Young Goodman Brown's biggest flaws was his hypocrisy in his treatment of others. He judged all of his friends and neighbors for attending the meeting in the woods, yet he was heading there as well. Ask students how the story would have been different had Brown been willing to recognize his own flaws.
- Give students several minutes and have them write down what they feel are several of their biggest flaws. They should not be physical, but rather traits or habits that they wish they could change.
- Have students share one or two each with the class.
- Read the excerpt on self-improvement from Benjamin Franklin's autobiography as a class, using appropriate references to define unknown words or phrases.
- Examine the schedule that Franklin makes for himself and then ask students to make a schedule of their own daily activities. Compare the way that they spend their time with the way that Franklin did as he made efforts at self-improvement.

ESSENTIAL QUESTION: How are American culture and values reflected in literature?

TASK: journaling

Standards:

ELACC11-12RI3: 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.

ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

(See grades 11–12 Language standards 1 and 3 for specific expectations.)

ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Instruction:

- Discuss with students the significance of Franklin’s journey of self-discovery and improvement. Why might someone choose to make this effort?
- Tell the students that they will be attempting to make the same types of changes within themselves that Franklin attempted to make. Just as Franklin attempted to work on one virtue each week, so will the students. Ask them to identify four traits or habits that they would like to change.
- Have each student create the chart below in their notes, and then explain how to use it.

Trait/Habit	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Swearing							
Eating Junk Food							
Missing Homework							
Skipping Practice							

- Students will list their traits or habits and then work on one each week. Each time they slip up, they must make a mark under that day in the appropriate column.
- Students will add a new trait each week, even if they are unsuccessful in completing a perfect week with the traits before.
- At the end of the experiment, students will write a paper documenting their successful attempts as well as their unsuccessful ones. Students should be candid in expressing their feelings on the experiment (this should be made VERY clear prior to writing the paper).

***Assessment Opportunity**

ESSENTIAL QUESTION: How does intended audience influence an author’s writing style?

TASK: reading The Autobiography of Benjamin Franklin

Standards:

ELACC11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELACC11-12W2: 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.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)”).

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Using a copy of Benjamin Franklin’s autobiography that students have already annotated, ask them to examine the purpose, perspective, and intended audience in the various sections.
- Split students into three groups, assigning each group one section of the text to work with. Have them answer the following questions regarding their reading:
 - Who is the intended audience for this section?
 - Are there any letters, media inserts, or special sections in this reading? What purpose do they serve?
 - Why did Franklin address this particular audience in this section?
 - How does Franklin’s tone and purpose shift with each new section?
 - To what level does Franklin detail his life? Are any key points or ideas left out of his writing? If so, why might Franklin have done that?
- Students must support their ideas using textual evidence and background information regarding Franklin’s life.
- Students will then share their analysis with the class.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does the use of figurative language affect an author’s message?

TASK: reading, analyzing, and creating aphorisms

Standards:

ELACC11-12RI9: 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.

ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELACC11-12SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Provide students with direct instructions on what aphorisms and pseudonyms are. Include in this instruction several aphorisms that they would already be familiar with, and several ones that they would not. Do the same with pseudonyms.
- Explain that Ben Franklin often wrote under a pseudonym, and many of his works contained aphorisms.
- Have students create lists of aphorisms that already know and explain what they mean.
- While they are doing this, write several more on the board. When students are finished, allow them to share theirs with the class, and then ask them to volunteer what they think the ones on the front board mean.
- After the class has answered the questions regarding the aphorisms on the board, have them write updated ones that they feel pertain to their own lives. Share them with the class.
- Provide background information on Benjamin Franklin, and then begin reading excerpts from “Poor Richard’s Almanac”.

ESSENTIAL QUESTION: How does the use of figurative language affect an author’s message?

TASK: creating proverbial comics

Standards:

ELACC11-12RI4: 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).

ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).

ELACC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

Instruction:

- After students have completed their reading of excerpts from “Poor Richard’s Almanac”, have them discuss the aphorisms that Franklin wrote.
- Read each of them and take turns having students explain what each one means, and then updating the language it uses to make it more current.
- Have students chose the aphorism that most relates to them, and then create comic strips of their favorites. They should use interactive media sites such as GoAnimate.com or StripGenerator.com
- Share the comics with the class and have students explain why they chose the aphorism that they did, and what it means.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does an author’s choice of setting impact the meaning of literature?

TASK: writing dialogue

Standards:

ELACC11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

ELACC11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. 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.
- b. 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.
- c. 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.
- ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
- ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Observe hyphenation conventions.
- b. Spell correctly.
- c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- Read and annotate “Rip Van Winkle” by Washington Irving. Have students focus on the symbolism and setting of the story as they make notes throughout the reading.
- Review the notes that students have taken. Discuss the symbolic nature of Irving’s setting and of the main character of Rip.
- Have them discuss whether or not Irving’s main character would befriend one of the other author’s that students have read about previously. List the attributes and vices of the character on the board. Have students call out the names of characters that they feel Rip would befriend and then explain why. Move on to those he would not have gotten along with.
- If no one mentions Benjamin Franklin or Anne Bradstreet, pose them as examples.
- Have students choose a character or historical figure that has been discussed and ask them to write a dialogue between the two in which one attempts to persuade the other to be involved in an event in one of their stories (i.e.: Rip tries to persuade Franklin to give up on self-improvement and enjoy life; Jonathan Edwards tries to persuade Rip to believe that idleness is the gateway to damnation).
- The dialogue should be three to five minutes when performed. Allow students to choose a partner and share their dialogues with the class.

***Assessment Opportunity**

ESSENTIAL QUESTION: How does creating an assessment enhance my understanding of literature?

TASK: 9-pins of analysis

Standards:

ELACC11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ELACC11-12RL4: 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 as well as other authors.)

ELACC11-12RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

ELACC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

ELACC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELACC11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- Begin by collecting small soda and/or water bottles. Teachers will need two to three sets of nine bottles to act as pins.
- Peel the labels off all of the bottles and then mark them with different colors. Make one bottle in each group purple, one in each group red, and one green. Fill the bottles with water.
- Break students into groups and assign each group the task of writing three questions on "Rip Van Winkle".
 - Category 1 questions must be based on vocabulary (e.g.: What does *approbation* mean?)
 - Category 2 questions must be based on analysis (e.g.: Explain one example of Irving's use of allegory.)
 - Category 3 questions must be based on evaluation (e.g.: How does Irving effectively demonstrate the flaws in idle people?)
- Students must also write down their answers. For questions that are based on analysis and evaluation, students should write down two or three possibilities to show that there is more than one correct response.
- Review students' questions from each category, and then break them into sets of nine, using three from each category. Attach a different question to the bottom of each bottle and create an answer sheet for students to use during the game.
- Break students into groups and have them play Nine Pins of Understanding.
 - Using a basketball or soccer ball, have students take turns bowling.
 - When they knock over pins, they may choose which colored bottle from which they would like to answer a question.
 - They must correctly answer at least one question from each category before they can move on to selecting their questions.
 - If the student answers correctly, they get 1 point per category level (Category 1= 1 point, etc.).
- Allow play to continue until all of the questions have been answered. If time permits, have students trade bowling sets in order to respond to other

questions.

- The player with the most points at the end of the game wins.

ESSENTIAL QUESTION: How does American history impact a writer's inspiration?

TASK: Comparing and contrasting literary elements in "Young Goodman Brown" and "Rip Van Winkle"

Standards:

ELACC11-12RL9: 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.

ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g., "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").

ELACC11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ELACC11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instruction:

- Explain that both "Young Goodman Brown" and "Rip Van Winkle" were written as the Revolutionary period came to a close and the Romantic period began. Yet, both of the authors chose depictions of life well before their own time period. Pose the question to students: Why do authors choose to write about a time other than their own (teachers may also choose to remind them of Miller's rationale behind The Crucible)? Have students write a response to the question in their notes.
- Share the answers and discuss the most probable ones.
- Lead students to the idea that writers often set their stories in times of the past because cultures look there for answers to current problems. It is also the case that setting a story in present conditions may have greater repercussions for the author, depending upon what he or she is commenting on.
- Working with a partner, students compare and contrast the stories of "Young Goodman Brown" and "Rip Van Winkle".
- Provide each pair with texts of the stories. Students should answer the following questions:
 - What were the conditions that characters in the story were living with?
 - How did societal expectations affect their lives?
 - How did the setting of the story influence the outcome of the piece?
 - When did the author write this story?
 - What were some of the societal conditions that existed at the time?
 - What aspects of life was he commenting on?
 - What are the potential repercussions for writing about this topic?
- Examine the similarities and differences in the stories through a whole class discussion. Have students decide the purpose that each author had in setting his story in the past.

At the conclusion of these tasks, have students complete the writing assessment identified at the beginning of this segment. The writing can be completed in class or as homework at instructor discretion.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do authors use emotional appeal to impact an audience?

CULMINATING ASSESSMENT TASK: Creating a multimedia presentation

Standards:

ELACC11-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC11-12RI10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC11-12W2: 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.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

ELACC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

ELACC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.
- b. Spell correctly.
- c. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Instruction:

- Place two large sheets of paper on the front wall. Label one "Fear" and the other "Persuasion". Ask students to look back at the literature and historical/fictional characters they have studied. Which figures have used Fear as a motivator? Which figures used Persuasion?
- Write the names that students provide on each of the respective lists. Draw a line under each list and then ask students what each figure's end goal was (i.e.: Jonathan Edwards used Fear to motivate his congregation to seek redemption; Patrick Henry used Persuasion to encourage a revolution).
- Pose the following questions to students:

- What are some of the characteristics that people in power have in common with one another?
 - What elements do these people use to effect change?
 - How does it affect the weaker or less powerful members of society?
 - Why do people use the methods of fear and persuasion to change people?
- Have students discuss these questions in pairs or write them down on their own. After several minutes, bring the group back to review their answers as a whole class.
 - Explain to students that their culminating project will be a multimedia presentation in which they present to the class how they perceive fear and persuasion to have affected the course of American history and literature.
 - They will work in small teams to determine which figures covered in class used which methods, why they did, and then they will evaluate how successful each was in his or her efforts.
 - Presentations should be five to seven minutes in length, contain a works cited page, and address multiple figures from throughout the unit.
 - Students will be evaluated on accuracy of information, depth of analysis, participation, presentation, and listening. They are required to respond to one another's presentations and evaluate others' ideas to ensure active listening. They will also be given the opportunity to evaluate their team members on the same scale.
 - Presentation slots should be assigned at random, however all groups should turn in a final product on the same date prior to delivery of presentation.

*Assessment Opportunity