**American Lit. Unit 2: American Romanticism**

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  [CCSS.ELA-Literacy.RI.11-12.2](http://www.corestandards.org/ELA-Literacy/RI/11-12/2/) 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.  [CCSS.ELA-Literacy.RI.11-12.3](http://www.corestandards.org/ELA-Literacy/RI/11-12/3/) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  CCSS.ELA-Literacy.W.11-12.4 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.)  CCSS.ELA-Literacy.W.11-12.5 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.)  CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Ongoing Standards** CCSS.ELA-Literacy.RL.11-12.4 CCSS.ELA-Literacy.RI.11-12.6 CCSS.ELA-Literacy.SL.11-12.1.a  CCSS.ELA-Literacy.SL.11-12.1.b CCSS.ELA-Literacy.SL.11-12.1.c CCSS.ELA-Literacy.SL.11-12.1.d CCSS.ELA-Literacy.SL.11-1.4 CCSS.ELA-Literacy.RL.11-12.9 CCSS.ECCSS.ELA-Literacy.RL.11-12.10 | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  Consider audience, point of view, and historical significance while reading a non-fiction novel. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…* -Early America was often built on rebellion, but being a rebel was still dangerous -America has had specific literary movements with defining features -American Slave Narratives are important for understanding the 200+ year history of slavery in America -Freedom was not always guaranteed, despite the U.S. Constitution  RELATED MISCONCEPTIONS  Students may not know much about pre-Civil War American slavery. The language in the novel may be difficult to understand. Students may have difficulty understanding the message of the Transcendentalists | ESSENTIAL QUESTIONS  -What are the strengths and limitations of personal narratives?  -How did American culture during the early 1800s influence authors? -How can an essay or novel change history?  -When is it important to speak out? When is it more important to hold your tongue? |
| ***Acquisition*** | |
| *Students will know…* -Historical context for this period of literature (1800-1855)  -Defining features of the Transcendentalists  -That the Transcendentalists were inspired by Kant and the British Romantics -What a slave narrative is -Historical context for *12 Years a Slave* -The strengths and limitations of personal narratives | *Students will be skilled at…*  -Identifying audience and purpose within a text -Determining the meaning of new vocabulary -Comparing texts written in the same time period about different topics -Assessing non-fiction texts for bias -Explaining historical significance of a text |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| -Ability to condense the events within a novel  -Ability to link events within a novel to their historical context  -Ability to write to an intended audience using appropriate style and language  -Ability to assess the potential influence of a slave narrative  -Ability to use proper grammar and conventions | PERFORMANCE TASK(S):  Students will write a news article about the events within *12 Years a Slave*, but to a different target audience than the book addresses. The article will not only recount events within the novel, but will also make historically relevant connections and explain the influence the novel would have on the target audience. | |
| -Ability to explain and recall events within a novel -Ability to participate in discussions about a novel -Ability to reflect upon readings -Ability to cite textual evidence -Ability to link historical events with texts | OTHER EVIDENCE:  Book discussions  Reading quizzes Reading responses Textbook questions Historical context organizers | |