**Unit Plan:** Troubled Young Nation

**Length of Unit:** 8 weeks

**Grade Level:** 11th

**Teacher:** Mrs. Hemer

**Summary:** This unit examines the literature of the late nineteenth century in America. Students explore the themes related to the evolving young nation, such as the challenges of westward expansion, slavery, the changing role of women, regionalism, the displacement of Native Americans, the growth of cities, and immigration. The range and depth of potential topics covered in this substantial unit can be tailored to suit various classroom populations or teacher preference. Building on the previous unit, in which individualism figures as a prominent theme in American romanticism and transcendentalism, this unit explores the expanding idea of the American individual and the related idea of the pursuit of liberty in various forms. Teachers are encouraged to have students read The Adventures of Huckleberry Finn, a classic American novel that deals with issues of racism and slavery and raises important questions about what America promises—and to whom. Beyond The Adventures of Huckleberry Finn, teachers can select from among the other novels listed or ask different students to read different novels, so that the variety of the novels' compelling themes may be shared and discussed as a class (e.g., via presentations and seminars). Teachers are encouraged to sample heavily from the informational texts, many of which are critical to understanding the era of the Civil War and the struggle to fulfill America's promise.

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| **Stage 1 –Desired Results** |
| **Iowa Core****RL.11–12.3:** 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). **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. **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 on page 54 of the Common Core State Standards.) **SL.11–12.2:** 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. **L.11–12.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | **Transfer** |
| Students will be able to independently use their learning to…Unit Objectives* Determine and analyze the development of the theme or themes in American literature of the nineteenth century (e.g., freedom, the American dream, racism, regionalism, survival, “individual vs. society,” and “civilized society” vs. the wilderness).
* Compare the treatment of related themes in different genres (e.g., *The Adventures of Huckleberry Finn* and *Narrative of the Life of Frederick Douglass, an American Slave*).
* Explain how fictional characters in late nineteenth-century America express the challenges facing America at the time, citing textual evidence from both fiction and nonfiction to make the case.
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| **Meaning** |
| **Understandings**Students will understand that… | **Essential Questions**Students will keep considering…* What is an American?
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| **Acquisition of Knowledge and Skill** |
| **KNOWLEDGE**Students will know… | **SKILLS**Students will be skilled at… |

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| **Stage 2 – Evidence of Understanding** |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

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| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
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UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe