**Unit Plan:** The New World

**Length of Unit:** 4 weeks

**Grade Level:** 11th

**Teacher:** Mrs. Hemer

**Summary:** This unit allows students to experience the earliest American literature and note the contemporary endurance of some of its theme. The first eleventh-grade unit focuses primarily on nonfiction prose—including sermons and diaries—and some poetry from seventeenth- and early eighteenth-century America. Students examine the works of some of the earliest settlers in various parts of the “New World.” They consider the significance of the intersection of Native American, European, and African cultures. They explore whether conflicts were inevitable and how language and religion served as both barriers and as bridges. Students look for emerging themes in American literature, such as the “new Eden” and the “American Dream.” Finally, works of art from the period are examined for their treatment of similar themes.

|  |
| --- |
| **Stage 1 –Desired Results** |
| **Iowa Core****RL.11–12.4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **RL.11–12.9**: Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. **RI.11–12.6:** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **W.11–12.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **SL.11–12.1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **L.11–12.3:** 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. | **Transfer** |
| Students will be able to independently use their learning to…Unit Objectives* Identify emerging themes in early American literature, such as a "new Eden," "salvation," and "cooperation and conflict."
* Compare and contrast the experiences of America’s earliest settlers, as conveyed through primary source documents and literature of the Colonial period.
* Identify and explain elements of Puritan literature.
* Explain "preaching" as a type of formal speech and explain its role in the "First Great Awakening."
* Explain the role of religion in early American life.
 |
| **Meaning** |
| **Understandings**Students will understand that… | **Essential Questions**Students will keep considering…* Why do people explore new worlds?
 |
| **Acquisition of Knowledge and Skill** |
| **KNOWLEDGE**Students will know… | **SKILLS**Students will be skilled at… |

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

|  |
| --- |
| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
|  |

UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe