**Unit Plan:** A New Nation

**Length of Unit:** 6 weeks

**Grade Level:** 11th

**Teacher:** Mrs. Hemer

**Summary:** This unit examines the writers and documents associated with the founding of the new American nation, as well as some of the poetry and other prose of the time. Building on the themes explored in Unit One, students trace the movement toward revolution and the colonists' desire to establish a new government, noting the differences in opinions between federalists and anti-federalists and how their arguments were made. Students compare the radical purpose and tone of the Declaration of Independence to the measured and logical tone of the Preamble to the Constitution and the Bill of Rights. They analyze the expressions of conflict and/or cooperation between colonists and the British government, between colonists and Native Americans, and between colonists and slaves. They begin to recognize the emerging theme in American literature of “American exceptionalism.” Works of visual art from the period will be examined for their treatment of similar themes. Note: This unit in particular could be taught in collaboration with an American history teacher, given its emphasis on America's founding documents.

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| **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.)  **RI.11–12.5:** 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.  **RI.11–12.8**: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).  **RI.11–12.9:** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.  **W.11–12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **SL.11–12.4:** 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.  **L.11–12.1**: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. | **Transfer** | |
| Students will be able to independently use their learning to…  Unit Concepts   * Identify defining themes in American literature, such as “American exceptionalism.” * Identify and explain the historic and literary significance of America’s founding documents. * Analyze how tone is established in persuasive writing. * Analyze the use of literary elements in persuasive writing. * Compare and contrast points of view in arguments presented on related issues. * Analyze the qualities of an effective argument (i.e., examine the truthfulness and validity of the argument, as well as its rhetorical devices). * Apply knowledge of effective arguments when writing one of your own. | |
| **Meaning** | |
| **Understandings**  Students will understand that… | **Essential Questions**  Students will keep considering…   * Why was the founding of America unique? |
| **Acquisition of Knowledge and Skill** | |
| **KNOWLEDGE**  Students will know… | **SKILLS**  Students will be skilled at… |

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| **Stage 2 – Evidence of Understanding** | |
|  | **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