*Second Edition*

COMMON CORE

CURRICULUM MAPS || ENGLISH LANGUAGE ARTS

*Grade 11* ► *Unit 1*

# Title: The New World

## Summary: This four-week unit, the first of six, allows students to experience the earliest American literature and note the contemporary endurance of some of its themes.

**Essential Question:** Why do people explore new worlds?

**OVERVIEW**

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.

**FOCUS STANDARDS**

These Focus Standards have been selected for the unit from the Common Core State Standards.

* **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.

**SUGGESTED STUDENT 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.

**Suggested Works**

(E) indicates a CCSS exemplar text.

(EA) indicates a text from a writer with other works identified as exemplars.

#### Literary Texts

#### Drama

* The Crucible (Arthur Miller) (EA)

##### Poetry

* An Almanack for the Year of Our Lord 1648 (Samuel Danforth) (selections)
* TBD - (Phillis Wheatley) (EA)
* “On Being Brought from Africa to America” (Phillis Wheatley) (E)
* “The Day of Doom” (Michael Wigglesworth)
* “The Sot-Weed Factor” (Ebenezer Cook)
* “To His Excellency General Washington” (Phillis Wheatley) (EA)
* “To My Dear and Loving Husband” (Anne Bradstreet)
* “Upon a Spider Catching a Fly” (Edward Taylor)
* “Upon the Burning of Our House” (Anne Bradstreet)
* “Housewifery” (Edward Taylor)

#### Informational Texts

##### Autobiographies

* A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (Mary Rowlandson)

##### Nonfiction

* Of Plymouth Plantation (William Bradford) (excerpts)
* Letter to the Reverend Samson Occom (Phillis Wheatley)

##### Speeches

* “Sinners in the Hands of an Angry God” (July 8, 1741) (Jonathan Edwards)

#### Art, Music and Media

##### Art

* Charles Willson Peale, [Mrs. James Smith & Grandson](http://americanart.si.edu/collections/search/artwork/?id=19292) (1776)
* John Singleton Copley, [Mrs. George Watson](http://americanart.si.edu/images/1991/1991.189_1a.jpg) (1765)
* John Valentine Haidt, [Young Moravian Girl](http://americanart.si.edu/collections/search/artwork/?id=9824) (ca. 1755-1760)
* Joseph Wright (Wright of Derby), [Portrait of a Woman](http://www.metmuseum.org/works_of_art/collection_database/european_paintings/portrait_of_a_woman_joseph_wright_wright_of_derby/objectview_enlarge.aspx?page=2&sort=6&sortdir=asc&keyword=1770&fp=1&dd1=11&dd2=0&vw=1&collID=11&OID=110002407&vT=1&hi=0&ov=0) (1770)

**Media**

* *The Crucible* (Nicholas Hytner) 1996

##### *Additional Resources*

* + - *Africans in America (Part 1)* (PBS) (RL.11-12.1, RI.11-12.1, LS.11-12.1)
    - *The First Great Awakening* (National Endowment for the Humanities) (RI.11-12.2, RI.11-12.3)
    - *Religion and The Founding of the American Republic* (Library of Congress) (RI.11-12.2, RI.11-12.3)

**SAMPLE ACTIVITIES AND ASSESSMENTS**

1. **Essay (Informative/Explanatory Writing)**

Seminar: Select one passage from one of the poems and one from one of the informational texts that treat a similar theme (e.g., "On Being Brought from Africa to America” and Of Plymouth Plantation. How are the themes revealed in the different genres? What different techniques or literary devices do the authors use to convey theme? Write an informative/explanatory essay in which you use at least three pieces of textual evidence to support an original thesis statement. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.

**Standards:** RL.11-12.2, W.11-12.2, W.11-12.9, L.11-12.5

1. **Speaking and Listening** Reflect on seminar questions, take notes on your responses in your journal or on a shared spreadsheet, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing?

**Standards:** RL.11-12.1, RL.11-12.10, SL.11-12.1

1. **Seminar Question and Writing (Argument)**

After reading excerpts from "Sinners in the Hands of An Angry God,” write an argument that explains why you think early settlers were persuaded by Edwards’s sermon. Note evidence from the text to support your thesis. (In-class)

**Standards:** RL.11-12.1, RL.11-12.2, W.11-12.1

Seminar: View a staged or film version of The Crucible. Then discuss this question: Is John Proctor a tragic figure? Why or why not? Compare him to other tragic figures studied in ninth grade, such as Oedipus Rex. Write an argument in which you use at least three pieces of textual evidence to support your position. Your teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.

**Standards:** RL.11-12.3, RL.11-12.7

1. **Terminology:**

* Allegory
* Apostrophe
* Conceit
* Covenant of grace
* Didactic poetry
* The great awakening
* Idealism
* Lyric poetry
* Oxymoron
* Parallelism
* Pragmatism
* Sermon