

# Unit 1: Tension between Collective and the Individual

<b>Unit #:</b>	APSDO-00017575	<b>Duration:</b>	6.0 Week(s)	<b>Date(s):</b>	
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**Team:**  
 Jodi Kryzanski (Author), Jennifer Aylsworth, Andrew Dorr, Cortney Fusco, Harriet Gowanlock, Kim Kraner, Gerald LaChance, Jeffrey Lombardo, Melissa Mirabello, Dana Moore, James Quigley, Julia Wiellette

**Grades:**  
 11

**Subjects:**  
 English Language Arts

## Unit Focus

In this unit, students will explore the movements of Puritanism, Nationalism/Neoclassicism and the theme of Tension between the Collective and the Individual. This unit blends nonfiction and fiction and explores the events and ideas that influenced the authors' writing and thinking. Summative assessments may include: analysis of aesthetic texts and/or construction of a critical analysis paper. Primary instructional materials for this unit will be selected from the following: *Sinners in the Hands of an Angry God*(Edwards), *Of Plymouth Plantation* (Bradford), *The Crisis* and *Common Sense* (Paine), *Speech to the Virginia Convention* (Henry), *The Autobiography* (Franklin), *On Being Brought from Africa to America* (Wheatley), *The Declaration of Independence* (Jefferson), *The Crucible* (Miller, play). Film may include: *The Crucible* (1996).

## Prior Learnings / Connections

## Stage 1: Desired Results - Key Understandings

Established Goals	Transfer
<p><b>Common Core</b>  <i>English Language Arts: 11</i></p> <ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <i>CCSS.ELA-LITERACY.RL.11-12.1</i></li> <li>Write arguments to support claims in an analysis of substantive topics or</li> </ul>	<p><b>T1</b> (T20) Student Lens: Active readers think critically about what they read.  <b>T2</b> (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers.  <b>T3</b> (T21) Student lens: Powerful writers think critically about what they write.  <b>T4</b> (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.  <b>T5</b></p> <p>Thematic: Students will be able to trace and illustrate the paradoxical nature of American identity.</p>
	<b>Meaning</b>

<p>texts, using valid reasoning and relevant and sufficient evidence. <i>CCSS.ELA-LITERACY.W.11-12.1</i></p> <ul style="list-style-type: none"> <li>• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <i>CCSS.ELA-LITERACY.W.11-12.3</i></li> <li>• 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 13.) <i>CCSS.ELA-LITERACY.W.11-12.4</i></li> <li>• 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. <i>CCSS.ELA-LITERACY.W.11-12.5</i></li> <li>• 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. <i>CCSS.ELA-LITERACY.RI.11-12.9</i></li> <li>• 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. <i>CCSS.ELA-LITERACY.RL.11-12.9</i></li> <li>• Draw evidence from literary or informational texts to support analysis,</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="730 86 1335 159">Understandings</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 159 1335 365"> <p><b>U1</b></p> <p>Certain texts reflect the tension between the collective and individual at a particular historical moment.</p> </td> </tr> <tr> <td data-bbox="730 365 1335 548"> <p><b>U2</b></p> <p>Principles of literary movements are grounded in aesthetics and philosophy that shape author style.</p> </td> </tr> <tr> <td data-bbox="730 548 1335 695"> <p><b>U3</b> (U201) Identifying the genre of a text, and how the purpose, point of view, and organizational structure helps readers analyze and comprehend the text.</p> </td> </tr> <tr> <td data-bbox="730 695 1335 833"> <p><b>U4</b> (U103) Readers support their conclusions (inferences and interpretations) by citing appropriate evidence within the text.</p> </td> </tr> <tr> <td data-bbox="730 833 1335 946"> <p><b>U5</b> (U205) Authors and speakers make deliberate language, narrative, structure, and style choices to convey their meaning.</p> </td> </tr> <tr> <td data-bbox="730 946 1335 1076"> <p><b>U6</b> (U303) Readers realize the effectiveness of an argument depends on the clarity of the claims, the logic of the reasoning, and the supportive evidence.</p> </td> </tr> <tr> <td data-bbox="730 1076 1335 1214"> <p><b>U7</b> (U902) Authors use deliberate terminology and/or phrasing to communicate specific messages to the audience.</p> </td> </tr> <tr> <td data-bbox="730 1214 1335 1385"> <p><b>U8</b> (U703) To be effective, written and spoken text (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.</p> </td> </tr> <tr> <td data-bbox="730 1385 1335 1544"> <p><b>U9</b> (U901) Effective writers adhere to established rules of grammar and mechanics to ensure clarity based on the context and mode of communication.</p> </td> </tr> </tbody> </table>	Understandings	<p><b>U1</b></p> <p>Certain texts reflect the tension between the collective and individual at a particular historical moment.</p>	<p><b>U2</b></p> <p>Principles of literary movements are grounded in aesthetics and philosophy that shape author style.</p>	<p><b>U3</b> (U201) Identifying the genre of a text, and how the purpose, point of view, and organizational structure helps readers analyze and comprehend the text.</p>	<p><b>U4</b> (U103) Readers support their conclusions (inferences and interpretations) by citing appropriate evidence within the text.</p>	<p><b>U5</b> (U205) Authors and speakers make deliberate language, narrative, structure, and style choices to convey their meaning.</p>	<p><b>U6</b> (U303) Readers realize the effectiveness of an argument depends on the clarity of the claims, the logic of the reasoning, and the supportive evidence.</p>	<p><b>U7</b> (U902) Authors use deliberate terminology and/or phrasing to communicate specific messages to the audience.</p>	<p><b>U8</b> (U703) To be effective, written and spoken text (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.</p>	<p><b>U9</b> (U901) Effective writers adhere to established rules of grammar and mechanics to ensure clarity based on the context and mode of communication.</p>	<table border="1"> <thead> <tr> <th data-bbox="1356 86 2009 159">Essential Questions</th> </tr> </thead> <tbody> <tr> <td data-bbox="1356 159 2009 329"> <p><b>Q1</b></p> <p>What diverse voices contribute to the American identity?</p> </td> </tr> <tr> <td data-bbox="1356 329 2009 475"> <p><b>Q2</b></p> <p>To what extent can an individual retain identity within a community?</p> </td> </tr> <tr> <td data-bbox="1356 475 2009 621"> <p><b>Q3</b></p> <p>What events and ideas influenced writing and thought?</p> </td> </tr> <tr> <td data-bbox="1356 621 2009 751"> <p><b>Q4</b> (Q206) How do I make and support conclusions/interpretations/inferences/opinions? 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<p>reflection, and research. <i>CCSS.ELA-LITERACY.W.11-12.9</i></p>	<p><b>U10</b> (U701) Writers use a recursive process (e.g. planning, drafting, revising, editing, and publishing) to hone their piece.</p> <p><b>U11</b></p> <p>Effective readers and writers recognize and employ rhetorical devices appropriate to purpose and audience.</p>	
	<p><b>Acquisition of Knowledge and Skill</b></p>	
	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
		<p><b>S1</b></p> <p>Locate and analyze unit theme that occurs in multiple texts and cite appropriate evidence from both texts to support analysis</p> <p><b>S2</b></p> <p>Identify central tenets of Puritanism and Classism literature</p> <p><b>S3</b></p> <p>Identify and demonstrate an understanding of unit-based traits and terms related to literary movements including: Puritanism, Nationalism, aphorism, spiritual autobiography, allusion, conceit, literary letter, pretense, grace, Calvinism, pre-destination</p> <p><b>S4</b></p> <p>Identify and demonstrate an understanding of process writing including thesis drafting, organization, and citation incorporation</p> <p><b>S5</b></p> <p>Demonstrate an understanding of unit-based vocabulary</p>