

Unit 10-2: Rhetoric and Revolution

Theme Overview: The second marking period interdisciplinary unit of study focuses on the manner in which rhetoric and propaganda can be utilized to achieve a sociopolitical end. Through research, students will come to understand how rhetoric influenced the events leading up to the American Revolution. Additionally, students will recognize the impact of rhetoric on current social, economic, and political events. The goal of this unit is for students to identify rhetorical devices found in various sources both historical and contemporary. Students will read a variety of genres including historical fiction, drama, non-fiction, poetry, etc. The thematic unit will incorporate standards from both the English and United States History curriculum. These interdisciplinary connections are further evident in the driving questions for the unit. Students will be able to work as individuals, on teams, and in small groups.

Driving Questions:

1. What factors contributed to growing friction between England and her 13 mainland colonies in the late colonial period?
2. What qualities of Colonial America reflect a nascent nationalism?
3. Why did some Americans support and others oppose independence from England?
4. How did rebellious Americans achieve victory in the War for Independence?
5. In what ways do the American foundational documents reflect the values and principles developed during the colonial period?
6. How did the new nation navigate the domestic and foreign obstacles presented during the last decade of the 18th century and the first two decades of the 19th century?
7. How does rhetoric and propaganda affect the characters in core and guided novels?
8. What do the readings reveal about the power and impact of language on society?

Materials

Possible core novels and authentic readings:

Common Sense and Other Essential Writings of Paine -- Thomas Paine -- C
Julius Caesar – Shakespeare -- C
Tomorrow When the War Began – Mardsen – E
The Hunger Games – Suzanne Collins – A
Firestorm – David Klaas – E

Possible guided reading:

April Morning -- Howard Fast -- C
The Lords of Discipline – Pat Conroy – C
It's Your World; If You Don't Like It, Change It! – Mikki Halpin – A
Unwind – Neal Shusterman – E/A

Other readings:

“The Declaration of Independence” – Jefferson
“Resolutions of the Stamp Act” -- Congress
“Appeal” -- David Walker PBS.org

Reference:

Eats, Shoots, and Leaves by Lynne Truss -- A

Audio/Visual:

Video:

Matt Damon's Speech from *Good Will Hunting*
Mean Girls
Twelve Angry Men
Good Night, and Good Luck (2005)
Liberty (PBS)
Jefferson (PBS)

Audio:

"This I Believe": (<http://thisibelieve.org/>)
"This American Life" (npr)

PBL's and Activities

Suggested activities and PBLs for Driving Question #1:

What are some of the reasons that countries and colonies seek independence? Are any of these reasons more important than others? Think about some of the "hot spots" around the world where people are currently seeking independence from a controlling government. What issues underlie these conflicts? Are they similar to the issues that led the American colonists to revolt against the English government? How?

Suggested activities and PBLs for Driving Question #2:

Strong individuals are usually a key factor in determining the strategies of a war. Compare the leadership qualities of a Revolutionary War figure such as George Washington with those of figures in some prominent conflicts today, such as Slobodan Milosevic and Yasser Arafat. What similarities can you find in their strategies and leadership qualities, if any? What differences do you notice?

Suggested activities and PBLs for Driving Question #3:

Hold a class discussion or have students write essays answering the question "Were the Patriots justified in abusing the Loyalists and expelling them?" (from a Loyalist point of view).

Have students use the Internet and/or the library to research a particular Loyalist. Ask them to prepare written or oral reports on this person's childhood, education, political involvement, and reaction to the events preceding the Revolution and to the war itself. Ask them to try to find clues as to why this person ended up a Loyalist rather than a Patriot.

Additional activities:

Students will respond to Civil War photography in the form of a picture prompt, incorporating facts from the time period.

<http://www.civilwarphotography.org/olexhibits.html>

Suggested activities and PBLs for Driving Question #4:

Students will begin the lesson with a panel discussion of the engagements at Lexington and Concord.

Discuss what reaction each of the following Americans would have on the Stamp Act:

Paul Revere (Leader of the Sons of Liberty - Boston Tea Party)

King George (Thinks taxes are wonderful idea - Americans should pay the expenses of the French and Indian War. After all wasn't it fought on American soil?)

Ben Franklin (Ambassador - Tried to reason with the Parliament but was laughed at)

Patrick Henry ("I know not what course others may take, but as for me, give me liberty or give me death.")

Sam Adams (walker and talker - warning shopkeepers, people in taverns, etc. not to trust England)

Suggested activities and PBLs for Driving Question #5:

Students will provide document analysis in order to respond the following question: In the years leading up to the American Revolution, what were some of the attitudes expressed towards rebellion and what were the motives and allegiances behind these diverse viewpoints? Students will use pdf chart to record document analysis.

http://edsitement.neh.gov/lesson_images/lesson423/Worksheet.pdf

Students will develop a power point presentation on the Declaration of Independence. The power point will include an interpretation of the the document, a timeline of events leading up to the signing of the document, and some of the major signers. The power point will have a minimum of 10 slides and will be developed either in pairs or individually. Students may use, but are not limited to the following website:

<http://www.ushistory.org/Declaration/>

Suggested activities and PBLs for Driving Question #6:

Post War effects: Students will write a newspaper article. Students will choose from the following topics: (fishing industry, trade/commerce, government, social unrest/rebellions, slavery and women's rights) in a 5-paragraph newspaper article (including visual images) discuss how the chosen topic was affected after the revolution. The introduction will include pre-revolution information and the remainder of the article will include post-war.

Scene from History: You will be given roughly two class periods to work with your groups on your assigned scene:

Revolutionary War Summit

- Students will role play a summit meeting at the end of the revolution.
- Students will come up with a menu and place cards.

- Students will develop dialogue between the 4 characters they are portraying. The dialogue will be at least twenty lines long.
- The dialogue will answer relevant questions such as:

-What could they have done better or differently?

-What accomplishments did they achieve?

-How will they develop a new form of government and what will it include?

-What domestic and foreign obstacles do they foresee and how will they handle these obstacles.

Suggested activities and PBLs for Driving Question #7:

Have the students write song lyrics or poetry regarding a battle or event depicted in the Liberty! series. They may either write lyrics that fit the tune of a Revolutionary-era song, or if students are able, they might want to write their own music and lyrics for a song.

www.pbs.org/ktca/liberty/pdf/tguide_6.pdf

Ask students to compare a song from this lesson with another war/protest song from more recent times. Have them write a comparative essay regarding the two songs.

www.pbs.org/ktca/liberty/pdf/tguide_6.pdf

Suggested activities and PBLs for Driving Question #7:

English 10-2 PBL

INTRODUCTION

Everyone says Shakespeare is "eternal" and will always have relevance and interest to humans as long as they are "human." True enough, but this does not stop contemporary dramatists from staging his "timeless" plays in differing and often updated circumstances. Movie director Baz Luhrman, for example, portrayed "*Romeo and Juliet*" in his 1996 film with the Capulets and Montagues clashing with guns instead of swords, while retaining the original Elizabethan language. Ian McKellan played the tyrant "King Richard III" in a fascist 1930's Great Britain, rather than the medieval England of the original play. As long as modern minds see Shakespeare's work in different lights, there will always be new interpretations and creative stagings of his plays.

The point is this: while the language remains immortal, interpretations change and updated stage settings can breathe new life and vitality into old plays. Sometimes these new interpretations are effective, sometimes not. New adaptations can be successful and creative, but sometimes they fail and are just ridiculous.

THE TASK: Your job will be to take a scene from William Shakespeare's "Julius Caesar" and set it in a contemporary context. You must use modern props and place the events in your own life, but you must remain loyal to the theme and tone of Shakespeare's play. Even though the stage will be 21st century, the language must be Shakespeare's. You must render Shakespeare's late 16th century language believable and natural in a modern context. Keep the following questions in mind as you fashion a staging of a scene from "Romeo and Juliet" that is *effective* and *insightful* rather than *ridiculous* or *unbelievable*: How can you stage your scene from "Julius Caesar" in a way that modern viewers automatically understand what is going on? How can you place the action in modern day Middletown instead of Rome without anything lost in the translation? Is your interpretation

still true to the spirit of Shakespeare's "Julius Caesar"? The answers to these questions will not be immediately apparent; you need to think them through over time.

Assessments: Teachers are expected to use multiple forms of formative and summative assessments including but not limited to:

- Informal daily observations
- Writing/ Reading tasks
- Tests/ Quizzes
- PBL Rubrics
- Writing rubric
- Speaking rubric
- Oral presentation
- Final exam
- Student self-assessments
- Class discussions/participation

New Jersey Core Curriculum Content Standards for this unit:

Interdisciplinary Power Standards suggested as a focus for this unit:

Summarize
Fact vs. Opinion

Power standards are standards that cross content areas and are crucial in building critical comprehension skills. Driving questions and PBLs offer several opportunities for addressing the power standards.

2009 Social Studies Standards for US History:

America in the World -- All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage in order to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Revolution and the New Nation (1754-1820s)

Content 1: American Revolution -- The ideological, political, geographical, economic and religious causes of the American Revolution are interrelated.

6.1.12.A.2.a. Determine the effectiveness of colonial rule to meet the needs of the people from multiple perspectives.

6.1.12.A.2.b. Compare and contrast the impact that prominent military, political and diplomatic leaders had on the creation of the American government.

6.1.12.A.2.c. Justify the actions of the First Continental Congress and its members.

6.1.12.A.2.d. Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy. (NCHS)

6.1.12.A.2.e. Analyze how the colonial system influenced the first American efforts to form independent governments at the local, state and national levels.

6.1.12.B.2.a. Determine the role that geography played in selecting strategic battle locations and winning the war using maps and primary sources.

6.1.12.B.2.b. Explain how geography impacted the role of New Jersey in the American Revolution.

6.1.12.C.2.a. Determine how British tariffs and taxes and American boycotts acted as economic catalysts for the Revolutionary War.

6.1.12.D.2.a. Assess how leaders from New Jersey impacted the outcomes of the American Revolution.

6.1.12.D.2.b. Analyze the contributions and perspectives of African Americans, Native Americans and women during the American Revolution.

6.1.12.D.2.c. Explain why the belief in freedom of religion and protection from government sponsored religion were two of the defining principles in the struggle for a new nation.

Content 2: United States Constitution -- The United States Constitution and the Bill of Rights were designed to protect the needs of the individual while serving as the framework for the American government.

6.1.12.A.3.a. Determine the role that compromise played in the creation of the Constitution and Bill of Rights.

6.1.12.B.3.a. Explore how the geography of the United States influenced the debate on governmental structure.

6.1.12.B.3.b. Explore how new land ordinances resulted in the development of public education and expanded opportunity.

6.1.12.C.3.a. Analyze how the new national economy affected individual and states rights and responsibilities.

6.1.12.D.3.a. Explain why American ideals have been denied to different groups of people throughout time.

6.1.12.D.3.b. Analyze how America has worked to expand the fundamental ideas of equality and natural rights in the United States and the world

Content 3: Early Republic -- Debates about individual rights, state rights and federal power began with the birth of the American government.

6.1.12.A.4.a. Describe the emergence of political parties and their views on centralized government and foreign affairs and compare them to current political parties.

6.1.12.A.4.b. Explain how the Supreme Court began to emerge as a force and provide balance among the branches of government.

6.1.12.B.4.a. Describe the growth of the new republic as a result of the Louisiana purchase.

6.1.12.C.4.a. Explain how European wars affected American trade and foreign policy.

6.1.12.D.4.a. Determine why the Alien and Sedition Actions were enacted and if they undermined civil liberties.

Language Arts Literacy Standards

3.1.12.A.2 Identify interrelationships between and among ideas and concepts within a text, such as **cause-and-effect** relationships.

3.1.12.E.1 Assess, and apply reading strategies that are effective for a variety of texts (e.g., previewing, generating questions, **visualizing**, monitoring, summarizing, evaluating).

3.1.12.E.3 Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.

3.1.12.F.1 Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.

3.1.12.F.4 Clarify pronunciation, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.

3.1.12.F.5 Define words, including nuances in meanings, using context such as definition, example, restatement, or contrast.

3.1.12.G.1 Apply a theory of literary criticism to a particular literary work.

3.1.12.G.2 Analyze how our literary heritage is marked by distinct literary movements and is part of a global literary tradition.

3.1.12.G.3 Compare and evaluate the relationship between past literary traditions and contemporary writing.

3.1.12.G.4 Analyze how works of a given period reflect historical and social events and conditions.

3.1.12.G.13 Analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior.

3.1.12.G.14 Identify and analyze recurring themes across literary works and the ways in which these themes and ideas are developed.

3.1.12.H.4 Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.

3.1.12.H.5 Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.

3.2.12.A.1 Engage in the full writing process by writing daily and for sustained amounts of time.

3.2.12.A.4 Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.

3.2.12.B.1 Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.

3.2.12.B.2 Critique published works for authenticity and credibility.

3.2.12.B.3 Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.

3.2.12.B.7 Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources from books, periodicals, interviews, discourse, electronic sources, etc.

3.2.12.B.13 Write sentences of varying length and complexity using precise vocabulary to convey intended meaning.

3.2.12.C.2 Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.

3.2.12.D.2 Write a variety of essays (for example, a summary, an explanation, a description, a literary analysis essay) that:

- Develops a thesis;
- Creates an organizing structure appropriate to purpose, audience and context;
- Includes relevant information and excludes extraneous information;
- Makes valid inferences;
- Supports judgments with relevant and substantial evidence and well-chosen details; and
- provides a coherent conclusion.

3.3.12.A.2 Support, modify, or refute a position in small or large-group discussions.

3.3.12.B.8 Paraphrase comments presented orally by others to clarify viewpoints.

3.3.12.B.9 Give and follow spoken instructions to perform specific tasks to answer questions or to solve problems.

3.3.12.D.1 Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, and personal expression).

3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.

3.4.12.B.1 Summarize, make judgments, and evaluate the content and delivery of oral presentations.

3.5.12.C.4 Create media presentations and written reports using multi-media resources using effective images, text, graphics, music and/or sound effects that present a distinctive point of view on a topic.

Technology Standards

In grades 9-12, students demonstrate advanced computer skills by publishing products related to real world situations (e.g., digital portfolios, digital learning games and simulations) and understand the impact of unethical use of digital tools. They collaborate adeptly in virtual environments and incorporate global perspectives into problem solving at home, school, and in structured learning experiences with the growing realization that people in the 21st century are interconnected economically, socially and environmentally and have a shared future. – NJDOE

To that end, we have included relevant technology standards to aid in articulation among content area teachers.

8.1.12.A.1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

8.1.12.A.5. Produce a multimedia project using text, graphics, moving images, and sound.

8.1.12.A.8. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.

8.1.12.B.2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

8.1.12.B.3. Make informed choices among technology systems, resources, and services in a variety of contexts.

8.1.12.B.5. Select and use specialized databases for advanced research to solve real world problems.

8.1.12.B.7. Evaluate information sources for accuracy, relevance, and appropriateness.

8.1.12.B.9. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.