Unit 10 -1: “E Pluribus Unum”: Out of Many, One

Theme Overview

Alienation and Establishing Identity: The first marking period interdisciplinary unit of study focuses on the conflicts and struggles inherent in establishing a unique identity as a group and as individuals. Through research students will come to understand how the historical, political, economic, and religious components influenced the development of the New World. The goal of this unit is for students to come to recognize that the quest for establishing identity endures in our own society today. 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 propelled the European age of exploration culminating in the colonization of the Americas, and what impact did European colonization of the Americas have on the local ecosystems and native peoples?

2. What regional differences developed in the English North American colonies, and what impact did colonial rivalries between England, France, and Spain have on the North American colonies?

3. What factors contributed to the development of a uniquely American set of principles, values, and practices during the colonial period, and how do the writings of the colonial period reflect this?

4. How are pragmatism and exceptionalism reflected in colonial institutions? In writings?

5. In what ways do individuals and/or groups attempt to establish identity in each of the various core and guided readings from this thematic unit?

6. How do characters in the core and guided readings respond to the conflicts and struggles inherent in the quest to establish identity?

Materials:
Possible core novels and/or authentic readings:
Buried Onions (Gary Soto) – E
Rebel Hearts –(Kevin Toolis) -- A
The Crucible (Arthur Miller) – A (play)
The Scarlet Letter (Nathaniel Hawthorne) – C
A Prayer for Owen Meany (John Irving) – C

“Of Plymouth Plantation” (William Bradford) -- A
“Upon the Burning of Our House” (Anne Bradstreet) – E
“The Minister’s Black Veil” (Nathaniel Hawthorne) – A
“Young Goodman Brown” (Nathaniel Hawthorne) -- E
“Sinners in the Hands of an Angry God” (Jonathan Edwards) – C
“Pierced by a Ray of Sun: Poems about Times We Feel Alone” (Ruth Gordon) -- A

**Suggested guided reading:**
The First Part Last (Angela Johnson) -- E
A Confederacy of Dunces (John Kennedy Toole) -- E
The Birchbark House (Louise Erdrich) -- A
Blood on the River: James Town 1607 (Elisa Carbone) -- E
The Autobiography (Benjamin Franklin) – C

“A Narrative of Captivity” by (Mary Rowlandson) -- A
"Upon First Sight of New England" (Thomas Tillam) –C

**Primary Sources for further readings:**
This is the Wisdom of the Great Spirit (Iroquois Federation Constitution)
Struggling to Settle Jamestown (John Smith)
Lost in the Woods (Samuel DeChamplain)
Liberty is the Proper End and Object of Authority (John Winthrop)
Thus We Were Butchered (Mary Rowlandson)
We May Always Live Together as Neighbors and Friends (William Penn)
The Thirteen Virtues (Benjamin Franklin)
A New Refinement in Cruelty (Olaudah Esquiano)

**Independent Reading/Research:**
American Reading Company’s **Colonial America** Thematic Collection

**Audio/Visual/Online Resources**

http://www.earlyamerica.com/earlyamerica/notable/

http://www.geocities.com/gibsonny5/

http://www.enotes.com/documents/crucible-character-sketch-38421

http://www.mce.k12tn.net/colonial america/colonial america.htm

http://www.pbs.org/wnet/colonialhouse/teachers.html

http://streaming.discoveryeducation.com/index.cfm

http://www.teach-nology.com/worksheets/soc_studies/colonial

http://www.thehenryford.org/exhibits/smartfun/colonial/intro/intro.html

Comparing Sources of Pocahontas Webquest
http://fayette.k12.in.us/~cbeard/pocahontas/process.html
Colonial American Webquest-
http://www.teays-valley.k12.oh.us/ms/library/13colonies.html

Native American Resources
http://www.cumbavac.org/Native_American.htm

Suggested short and long-term PBLs that support Driving Question #1:

1. List the major reasons European immigrants left for the New World. Product: Timeline

2. Compare the differences between the Native American and European immigrant cultures. Product: Skit reenacting a day in the life of a European or Native American. (Tech. link-Moviemaker)

Suggested short and long-term PBLs that support Driving Question #2:

3. Would You Have Survived the Colony (PBS online quiz)
   http://www.pbs.org/wnet/colonialhouse/history/index.html

4. Classify the difference between the Southern, Middle, and New England Colonies. Product: Real estate brochure with propaganda selling a colony. (Tech. link-MS Publisher)

5. What if History: Hypothesize the outcome of scenarios where England loses control of North America, and thus North America is controlled and colonized by France or Spain. Alternately, imagine the Native Americans repulsed European colonizers. Product: Powerpoint presentation

Suggested short and long-term PBLs that support Driving Question #3:

6. Investigate contributions of major colonial and Native American leaders. Product: Summit/Panel discussion including resumes.

7. You are one of the curators at a museum that will feature an exhibit on the colonial period of American History. Your job is to assemble artifacts and resources that will capture the distinguishing qualities of the New England, Middle, and Southern colonies for visitors to the museum. Proposal: Compose a letter seeking funding for your exhibit.
   a. Your exhibit should include at least 1 artifact per area for exploration that covers at least 4 different genres.
   b. You can use print and online resources in addition to any other reference material.
   c. For each artifact in your exhibit, write an explanation that explains background on the piece, its source, and its significance. Your notes will be included in the Exhibition Catalog.
      i. Areas for Exploration
         1. Art
         2. Architecture
         3. Brief Historical Overview of the Discovery of the Colony
         4. Economic Activities
5. Significant Local Customs
6. Social and Political Structures
7. Economic and Political Geography
8. Significant Prose or Poetry
9. Relations with Native Americans

Suggested short and long-term PBLs that support Driving Question #4:

8. Analyze primary source documents using the Written Document Analysis Worksheet

9. Define and discuss the philosophies of pragmatism and exceptionalism and how they apply
in today’s world versus during colonial times.

10. Divide into teams and debate which philosophy is better and why.

Suggested short and long-term PBLs that support Driving Question #5:

11. Compose an essay exploring how the fundamental American themes in The Crucible and/or
The Scarlet Letter relate to contemporary society. Product: Essay

12. Crucible Hot-Seat- Students will be assigned one character about whom they are to become
an expert and attempt to portray the beliefs, conflicts, motivation, speech and mannerisms
of their character.

13. Write a ballad about the characters and events from either The Crucible or The Scarlet
Letter. Your ballad should have five or more stanzas and should include 10 or more
important events from the story.

Suggested short and long-term PBLs that support Driving Question #6:

14. Diary entries based on character’s point of view that reflect the struggle for identity.

15. Students will choose a character from a novel read and determine which character
maintains their individuality throughout the novel. Students will cite examples from the text
to support their claim.

16. In writing, students compare themselves to the main characters in their novels. How are
they alike/ different? What do they admire/would like to change?

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

Interdisciplinary Power standards suggested as a focus for this unit:

Visualization
Cause and Effect

Power standards are standards that cross content areas and are crucial in building critical comprehension skills. Students must acquire the skill of visualizing the topic of study in order to comprehend and build critical thinking skills; consequently, this power standard has been chosen for the first marking period.

Social Studies Standards:

Content: Colonial America: The development of social, political and economic institutions in the colonies was influenced by the culture of the colonizing country.

6.1.A.12.1.a. Explain how the governance structure of the British colonies was influenced by the English model.
6.1.A.12.1.b. Investigate how the development of a representative government and religious toleration in the U.S. became the impetus for transformation in other parts of the world.
6.1.A.12.1.c. Explain how the desire of European countries to become world powers had lasting consequences on both continents.
6.1.A.12.1.d. Analyze a specific conflict of this era from multiple perspectives to understand how tensions formed and evaluate the consequences.
6.1.B.12.1.b. Relate the colonists’ country of origin to their way of life and use of natural resources in the New World.
6.1.C.12.1.a. Explain the role of mercantilism in the development of the European colonies in America.
6.1.C.12.1.b. Analyze the role that economy and innovation played in the France-England conflict.
6.1.D.12.1.a. Compare and contrast the colonists’ relationships with each of the home governments.

6.1.D.12.1.d. Examine the importance of role, status and social class in understanding the interactions of individuals, groups and institutions in society in this era.

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