

# Black Horse Pike Regional School District

## AMERICAN STUDIES CURRICULUM

## Unit 1 - The Creation and Complications of Community in America

Revised Summer 2023

### Unit Overview

This unit is designed to guide students' understanding of the factors that shaped early American communities and culture through a study of history and literature. Instructional design and discussion seek to guide students in their consideration of multiple perspectives about the formation of the colonies, the conflict between Indigenous and European cultures, the Revolutionary War, and the creation of America's founding documents. The unit uses inquiry to engage students in learning processes that develop critical thinking about how early American values, beliefs, and events shaped our nation, as well as how multiple perspectives and accounts can deeply inform our understanding of American history. Students will analyze and evaluate historical documents and related literature as they consider real-world connections while exploring how communities are shaped by conflict. Students will connect their analysis of literature and history to experiences relevant to the culture of learners in the classroom. Students will have the agency to collaboratively create a project that uses their own beliefs and values to design an effective community. Assessment will engage students in analyzing conflict and be used to deepen their understanding of American history, literature, and the world in which they live.

### Essential Questions:

- **How do diverse values and beliefs shape the creation of a community?**
- **How does conflict manifest in a community?**
- **How do authors and speakers use rhetoric to achieve their purpose?**
- **How can multiple perspectives inform our understanding of American history?**
- **How can a literary text connect to a study of both history and the contemporary world?**

### Learning Targets & Aligned Standards

Students will work towards the following reading targets:

- read, annotate, texts both independently and collaboratively
- show understanding of various perspectives, community, and conflict through analysis of text excerpts, as well as comprehension of plot, theme, and character
- show understanding of texts and themes related to the formation of the United States through written work, student-led discussion, teacher-led discussion, and creative assignments
- make connections to content by relating textual themes to their own experiences
- consider multiple perspectives by studying the diverse voices of early America, including those of historically marginalized groups
- write daily and show understanding of community, conflict, multiple perspectives, and rhetoric through shorter writing assignments, longer essays and creative pieces
- learn text-specific vocabulary to deepen comprehension
- collaborate with their peers through various discussion activities
- Plan and design a creative product that reflects on the various factors that create and complicate a community

**Through the close reading and annotation of a novel or play:**

*RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.*

*RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific*

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*details; provide an objective summary of the text.*

*RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.*

*RL.PP.9-10.5. Determine an author's lens in a text and analyze how an author uses rhetorical devices to advance a point of view.*

*RL.CT.9-10.8. Analyze and reflect on how an author draws on, develops or transforms source material of historical and literary significance and how they relate in terms of themes and significant concepts.*

## **Through partner and small group discussions, whole-class Socratic Seminar, and collaborative tasks:**

*SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*

*A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*

*B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.*

*C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*

*D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.*

## **Through expository essay writing workshop, as well as smaller text-based writing assignments and performance assessment:**

*W.IW.9-10.2 Write informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*

- *Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*
- *Use precise language and domain-specific vocabulary to manage the complexity of the topic.*
- *Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.*
- *Provide a concluding paragraph or section that supports the information or explanation presented (e.g. articulating implications or the significance of the topic).*

## **Through planning, revising, and editing of writing:**

*W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.*

*W.RW.9-10.7. Write routinely over extended time frames (with time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

## **Through the close reading and analysis of historical documents such as the Declaration of Independence and speeches by founding members of the United States and Indigenous leaders:**

*RI.CI.9-10.2 Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.*

*RI.IT.9-10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*

*RI.TS.9-10.4 Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or*

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larger portions of a text.

RI.PP.9-10.5 Determine an author's purpose in a text and analyze how an author uses rhetorical devices to advance that purpose.

RI.CT.9-10.8 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

## Assessments:

### Summative/Performance Assessments (Tests/Essays/ Projects = 40%)

1. **Writing Workshop (20%):** Expository Essay on communities, conflict, cultural identity, etc.) (Ex.: How does conflict manifest in a community? How can differences in cultural values and beliefs lead to conflict? How do differing points of view lead to conflict?) (W.IW.10.2)
2. **Inquiry-based Performance Assessment (20%):** Performance Assessment: Design project that analyzes factors that create and complicate an effective community, based on history content, analysis of Unit 1 literature, and culture of learners in the classroom. (SL.PE.10.1, W.IW.9-10.2)

For example:

- Collaboratively create a colony with a government that aligns with the values of learners, including a mission statement, plan for conflict avoidance, and rules

### Formative Assessments (Classwork & Homework = 25%; Quizzes = 35%)

1. Summer Reading : Multiple Perspectives Multi-Part Assignment: View videos, read *The Absolutely True Diary of a Part-Time Indian*, annotate novel ([Link to TC](#), [Link to Triton](#), [Link to Highland](#))
2. Comprehension questions, text analysis, annotation, and reading check quizzes related to Unit 1 literature and informational text
3. Socratic Seminar and small-group discussion

**Benchmark Pre-Assessment for Reading:** Text paired with multiple choice questions

## Instructional Strategies & Unit Resources:

### Unit Resources

**Anthology:** *The American Experience*, Prentice Hall

**Short Fiction/Nonfiction** – Colonial narratives (William Bradford journal excerpts – “Of Plymouth Plantation”), Captivity narratives (Mary Rowlandson), Slave narratives (excerpts from *The Interesting Narrative of the Life Of Olaudah Equiano*), Native American myths (“Earth on a Turtle’s Back,” “When Grizzlies Walked Upright,” “from The Navajo Origin Legend”), “What is an American” (De Crevecoeur), “Sinners in the Hands of an Angry God” (Edwards), *Chief Powhatan’s Address to Captain John Smith*, *Speech to the Virginia Convention*, *Common Sense* (Thomas Paine) *Declaration of Independence*, *Declaration of Sentiments*, *Story of Pocahontas*

**Long Fiction/Nonfiction**– *The Crucible*

**Poetry** – [Anne Bradstreet](#), [Edward Taylor](#), [Phillis Wheatley](#), [Philip Freneau](#)

**Multimedia:** clips from *Pocahontas*, *The Crucible*, *Reel Injun* (documentary that explores the portrayal of indigenous people in film)

### Instructional Strategies

- *Interaction with texts:*
  - *students will read, annotate and discuss texts individually and in small groups aligning with standard*

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- *Connections to content and considering multiple perspectives:*
  - *students will compare and contrast various perspectives relating to the development of early America, and discuss these perspectives during Socratic Seminars, small group dialogue, and smaller writing assignments aligning with standard*
  - *students will connect Unit 1 themes and issues to modern cultural experiences*
- *Routines for learning will promote the achievement of learning goals:*
  - *Daily warm-up questions, think/pair/share, shorter paragraph responses, reflection on goals aligning with standard*
- *Student feedback on learning and progress:*
  - *rubrics, grades, written and verbal feedback from teacher and peers when applicable aligning with standard*

[Suggested Independent Readings](#)

## Vocabulary

### **Tier 2: High-Frequency words used throughout unit**

Analogy  
Conflict  
Irony  
Parenthetical Citation  
Rhetoric  
Socratic Seminar  
Symbolism  
Theme  
Tone  
Perspective  
Perception  
Revolution

### ***Tier 3: (text-specific words used throughout the unit)***

*Words specific to the texts being read:*

*Some examples:*

*The Crucible: notorious, defamation, ideology, faction*

*The Declaration of Independence: unalienable, allegiance, assent*

## Accommodations & Modifications

*Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV show parodies, History Crash Course.) to build understanding.*

*Use graphic organizers to guide notes, brainstorming, pre-writing, and project planning*

*Highlight, bold, or underline main ideas in readings and in directions for writing assignments.*

*Provide students with summaries during close reading of historical documents*

*Provide guiding questions to complete during and/or after reading to endure and understand of main ideas*

## **Gifted & Talented (GT)**

*Provide supplementary or lengthier readings that reflect similar conflicts related to community*

*Use inquiry-based practices and allow students opportunities to conduct additional research by way of adding more than the required sources to their expository essay or performance assessment*

## Interdisciplinary Connections & 21st Century Themes & Skills

While students are learning about the formation of the colonies, early America, and the Revolutionary War in US History 1, they will read and analyze literature of the time period, as well as informational texts such as essential early American historical documents. This interdisciplinary approach will expand students' understanding of the themes and issues of the time period. In addition, students will encounter interdisciplinary lessons and assignments that connect historical events to literary topics and themes.

# Black Horse Pike Regional School District

## American Studies

## Unit 2 The Distribution of and Struggle for Power

Revised Summer 2023

### Unit Overview

#### ***This section describes WHAT comprises the unit in terms of content and student learning***

This unit is designed to guide students' understanding of how various groups acquire and maintain power within American society. Students will work to develop their definition of power and analyze the various ways people can get and lose power within the historical framework of the late 1700s as well as today. Through instructional design and discussion, students will be guided in their consideration of multiple perspectives ranging from American patriots who fought in the War of 1812 and native indigenous peoples who lost their land in that war. Students will use inquiry to engage students in learning processes that develop critical thinking about how someone attains and loses power in their world, including the impact of social media and celebrity influence on politics and wealth. Students will have the agency to identify and research problems created by the search for power and its impact on marginalized people. Assessment will engage students in discussions that will define and explain these problems which will allow them to write a successful problem and solution paper as well as generate an original creation that shows an analysis of the theme of power, linking material from class readings and history lessons to their own lives.

### Essential Questions:

- ***To what extent does power or the lack of power affect individuals?***
- ***What is oppression and what are the root causes?***
- ***How are prejudice and bias created? How do we overcome them?***
- ***What does power have to do with fairness and justice?***

### Learning Targets & Standards

**This section establishes WHAT skills will be developed, and WHAT content will be understood, applied, analyzed, evaluated, and created.**

Students will continue to work towards the following reading targets:

- read, and annotate, texts both independently and collaboratively
- show understanding of plays such as "Raisin in the Sun" and poetry such as "We Wear the Mask" through analysis of text excerpts, as well as comprehension of plot, theme, character, and conflict
- show understanding of texts and the themes of power and exclusion through written work, student-led discussion, teacher-led discussion, and creative assignments
- make connections to content by relating textual themes of power and exclusion to their own experiences
- consider multiple perspectives by studying the diverse voices of early America, including those of historically marginalized groups
- write daily and show understanding of Unit 2 concepts of prejudice and bias through shorter writing assignments, longer research essays, and creative pieces
- learn text-specific vocabulary to deepen comprehension
- collaborate with their peers through various discussion activities and come to a consensus on the topic being discussed
- Plan and design a creative product that reflects the various factors that give certain groups power while excluding others

#### **Through the close reading and annotation of a novel or play:**

*RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.*

*RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.*

*RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.*

*RL.PP.9-10.5. Determine an author's lens in a text and analyze how an author uses rhetorical devices to advance a point of view.*

*RL.CT.9-10.8. Analyze and reflect on how an author draws on, develops or transforms source material of historical and literary significance and how they relate in terms of themes and significant concepts.*

**Through the close reading and analysis of historical documents such as first-person accounts of Slavery during the War of 1812 and letters written between founding fathers John Adams and George Washington**

*RI.CI.9-10.2 Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.*

*RI.IT.9-10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*

*RI.TS.9-10.4 Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text.*

*RI.PP.9-10.5 Determine an author's purpose in a text and analyze how an author uses rhetorical devices to advance that purpose.*

*RI.CT.9-10.8 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.*

**Through partner and small group discussions, whole-class Socratic Seminar, and collaborative tasks:**

*SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*

*A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*

*B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.*

*C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*

*D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.*

**Through writing an argumentative research paper and workshops, as well as smaller text-based writing assignments and performance assessment:**

*W.AW.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.*

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.*
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.*
- Provide a concluding paragraph or section that supports the information or explanation presented (e.g. articulating implications or the significance of the topic).*

**Through planning, revising, and editing of writing:**

*W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.*

*W.RW.9-10.7. Write routinely over extended time frames (with time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*



**Assessments:**

This section establishes HOW student learning will be evaluated.

**Summative/Performance Assessments (Tests/Essays/ Projects = 40%)**

**1. Writing Workshop (20%):** Argument Writing: problem/solution with analysis & evaluation of two different solutions; on current topics in the community or societal issues in literature (W.10.1)

**2. Inquiry-based Performance Assessment (20%):** Creation of a physical representation/object/model to answer one of the unit's essential questions regarding the nature of power in early and modern American life that addresses the following standards: (RL.CI.9-10.2 and SL.PE.9-10.1)  
Examples might include creating a new monument to a marginalized group, developing a movement for social change, or a board game that highlights the themes of the struggle for power in America

**Formative Assessments (Classwork & Homework = 25%; Quizzes = 35%)**

1. Class Activities such as gallery walks, commentary writing, or graphic organizers
2. Comprehension questions, text analysis, annotation, and reading check quizzes related to Unit 2 literature and informational text
3. Socratic Seminar and small-group discussion

Benchmark for Reading: Nonfiction text (MC & OE responses paired with visual text = 0%),

**Instructional Strategies & Unit Resources:**

This section establishes HOW student learning will be supported.

**Unit Resources**

**Anthology:** *The American Experience*, Prentice Hall

**Short Fiction/Nonfiction** – “Sonny’s Blues” (Baldwin), “American Dream” from *Identities and Issues in Literature*, *The American Dream: A Biography* (Time Magazine),

**Long Fiction/Nonfiction**– *A Raisin in the Sun*, *Fences*, *The Death of a Salesman*, *Our Town*, *Streetcar Named Desire*

**Poetry** – Harlem Renaissance poetry, Langston Hughes poems, “We Wear the Mask” (Dunbar), “America” (McKay), “Dust Bowl Blues” (Guthrie), “I Hear America Singing” (Whitman) paired with “I, Too” (Hughes), “The New Colossus” (Lazarus), “Richard Cory” (Robinson), “Knock Knock” (Beaty)

**Poetry** – Harlem Renaissance poetry, Langston Hughes poems, “We Wear the Mask” (Dunbar), “America” (McKay), “Dust Bowl Blues” (Guthrie), “I Hear America Singing” (Whitman) paired with “I, Too” (Hughes), “The New Colossus” (Lazarus), “Richard Cory” (Robinson), “Knock Knock” (Beaty)

**Multimedia:** clips from *A Raisin in the Sun*, *Fences*, *Death of a Salesman*, *Our Town*, *Streetcar Named Desire*, *The New York Times* - Defining the American Dream, music of the Harlem Renaissance, History of the Civil Rights Movement, November 13th, 1940: Hansberry vs. Lee, *The Mix: The Sound of Your American Dream*

**Instructional Strategies**

- *Interaction with texts:*
  - students will read, annotate and discuss texts individually and in small groups aligning with standard
- *Connections to content and considering multiple perspectives:*
  - students will compare and contrast various perspectives relating to the development of early America, and discuss these perspectives during Socratic Seminars, small group dialogue, and smaller writing assignments aligning with standard
  - students will connect Unit 1 themes and issues to modern cultural experiences
- *Routines for learning will promote the achievement of learning goals:*
  - Daily warm-up questions, think/pair/share, shorter paragraph responses, reflection on goals aligning with standard
- *Student feedback on learning and progress:*
  - rubrics, grades, written and verbal feedback from teacher and peers when applicable aligning with standard



Vocabulary**Tier 2:**

Allusion  
Characterization  
Free Verse  
Meter  
Rhyme  
Connotation/denotation  
Motifs  
Assimilation  
Bias  
Marginalized  
Parenthetical citations  
Persuasive appeals (ethos, pathos, logos)  
Rhetorical devices (ex. anaphora, antithesis, parallelism, repetition, etc.)  
Rebuttal  
Symbolism  
Thesis

**Tier 3 (discipline-specific words used throughout the unit)**

*Words specific to the texts being read*

*Some examples:*

*Raisin in the Sun: disheveled, weary, indifferent*

*Fences: Emulate, Intimidate, Turbulent*

*Poetry of Walt Whitman: Barbaric, Sinewy, Primal*

**Accommodations & Modifications**

*Incorporate multimedia/audiovisual representation (YouTube, Discovery Education, TV show parodies, History Crash Course.) to build understanding.*

*Use graphic organizers to guide notes, brainstorming, pre-writing, and project planning*

*Highlight, bold, or underline main ideas in readings and in directions for writing assignments.*

*Provide students with summaries during the close reading of historical documents*

*Provide guiding questions to complete during and/or after reading to endure and understand of main ideas*

**Gifted & Talented (GT)**

*Provide supplementary or lengthier readings such as novels from Zora Neale Hurston or Toni Morrison that reflect similar conflicts related to power*

*Use inquiry-based practices and allow students opportunities to conduct additional research by way of adding more than the required sources to their research paper or performance assessment*

**Interdisciplinary Connections & 21st Century Themes & Skills**

While students are learning about the growth and formation of factions within early American government in US History 1, they will read and analyze literature of the time period, as well as informational texts such as essential early American historical documents. This interdisciplinary approach will expand students' understanding of the themes and issues of the time period. In addition, students will encounter interdisciplinary lessons and assignments that connect historical events to literary topics and themes. They will develop problem-solving strategies in order to complete the performance assessment.

# Black Horse Pike Regional School District

## American Studies Curriculum

## Unit 3: Searching For a New American Identity

Summer 2023

### Unit Overview

This unit is designed to guide students' understanding of the various literary movements that sought to explore American identity and respond to societal injustice. Instructional design and discussion seek to guide students in their consideration of multiple perspectives of the Civil War, the fight for abolition, women's suffrage, and the changing American identity. The unit uses inquiry to engage students in learning processes that develop critical thinking about how authors use literature to respond to and highlight injustice, assert individuality, reflect the values of a time period, and advocate for social change. Students will analyze and evaluate historical documents and related literature as they consider contemporary connections to the ideology that guides various literary movements in American history. Students will connect their analysis of literature and history to experiences relevant to the culture of learners in the classroom. Students will have the agency to collaboratively create a performance assessment that connects their own lives to historical literary movements, as well as explore diverse voices of the 19th century. Assessment will engage students in analyzing literary responses to injustice, and be used to deepen their understanding of American history, literature, and the world in which they live.

### Essential Questions:

**How do early American ideas manifest in contemporary culture?**

**How does literature and nonfiction reflect the values of a time period?**

**How can literature and nonfiction be used for social change?**

### Learning Targets & Standards

Students will work towards the following reading targets:

- read, annotate, texts both independently and collaboratively
- show understanding of national conflict, Reconstruction, literary movements, and social reform through analysis of text excerpts, as well as comprehension of plot, theme, character, and conflict
- show understanding of social change and reform through written work, student-led discussion, teacher-led discussion, and creative assignments
- make connections to content by relating 19th century literary ideas to their own experiences and culture
- consider multiple perspectives by studying the diverse voices of social reformers, as well as originators of American literary movements
- write daily and show understanding of a changing American identity through shorter writing assignments, longer essays and creative pieces
- learn text-specific vocabulary to deepen comprehension
- collaborate with their peers through various discussion activities
- Plan and design a creative product that shows how diverse historical and literary voices would address important issues of the 19th century, as well as the modern world.

**Through the close reading and annotation of a novel or play:**

*RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.*

*RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.*

*RL.PP.9-10.5. Determine an author's lens in a text and analyze how an author uses rhetorical devices to advance a point of view.*

*RL.CT.9-10.8. Analyze and reflect on how an author draws on, develops or transforms source material of historical and literary significance and how they relate in terms of themes and*

significant concepts.

*RL.TS.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).*

**Through partner and small group discussions, whole-class Socratic Seminar, and collaborative tasks:**

*SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*

- *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
- *Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.*
- *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
- *Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.*

**Through literary analysis essay writing workshop, as well as smaller text-based writing assignments:**

*W.AW.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.*

- *Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.*
- *Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.*
- *Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*
- *Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.*
- *Provide a concluding paragraph or section that supports the argument presented.*

*(SE) Sources of Evidence: By the end of grade 10, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

**Through planning, revising, and editing of writing:**

*W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.*

*W.RW.9-10.7. Write routinely over extended time frames (with time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

*L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

**Through the close reading and analysis of essays and historical documents:**

*RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.*

*RI.CI.9-10.2 Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.*

*RI.IT.9-10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*

RI.TS.9-10.4 Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text.

RI.CT.9-10.8 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

RI.PP.9-10.5 Determine an author's purpose in a text and analyze how an author uses rhetorical devices to advance that purpose.

RI.CT.9-10.8 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

### Assessments:

#### **Summative/Performance Assessments (Tests/Essays/ Projects = 40%)**

1. **Writing Workshop (20%):** Literary Analysis Essay (**character development & development of Unit 3 theme**): RL.IT.10.3, W.AW.10.1. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
2. **Inquiry-based Performance Assessment (20%):** RI.CT.10.8, SL.PE.10.1, W.AW.10.1. Design project that shows an understanding of the roots and ideology of a literary movement, including how that literary movement responds to societal issues and connects to the modern world.  
Examples might include:
  - A Learning Record for a literary movement- a portfolio of student-created work samples (in different mediums) that show an understanding of the roots of a literary movement and how the literary movement evolved.
  - A dialogic that incorporates the voices of diverse historical and literary figures, and shows how those voices would address important issues of the 19th century, as well as the modern world.

#### **Formative Assessments (Classwork & Homework = 25%; Quizzes = 35%)**

##### *Reading informational and literary texts*

- *annotation and close reading both as an individual and as part of a group*
- *graphic organizers*
- *"reading check" quizzes on various chapters or acts*

##### *Writing*

- *all aspects of the writing process such as rough drafts, reflections, and pre-writing*
- *individual paragraphs*
- *side-by-side comparisons of different styles of writing to determine the most appropriate for the situation*

##### *Speaking and Listening*

- *participation in teacher-led and student-led whole-class and small-group Socratic Seminars*

**Benchmark Pre-Assessment for Reading:** Text paired with multiple choice questions

Instructional Strategies & Unit Resources:**Unit Resources**

**Anthology:** *The American Experience*, Prentice Hall

**Short Fiction/Nonfiction** – Transcendentalism - “Civil Disobedience” (Thoreau), excerpts from *Walden* (Thoreau), excerpts from “Nature” (Emerson), excerpts from “Self-Reliance” (Emerson), “Ain’t I a Woman?” (Truth), “Declaration of Sentiments and Resolutions” (Stanton), Narrative of the Life of Frederick Douglass, American Gothic, roots of Romanticism and Dark Romanticism, “A Rose for Emily” (Faulkner), “The Minister’s Black Veil” (Hawthorne), “Pit and the Pendulum, Fall of the House of Usher (Poe), “The Lottery” (Jackson)

**Long Fiction/Nonfiction**– *The Scarlet Letter* (Hawthorne), *A Farewell to Arms* (Hemingway), *Into the Wild* (Krakauer), *Of Mice and Men* (Steinbeck)

**Poetry** – Emily Dickinson, Frances Ellen Watkins Harper, William Cullen Bryant, Edgar Allan Poe, Henry Wadsworth Longfellow, Walt Whitman, Spoken Word

**Multimedia** - Clips from *Into the Wild*, music related to or inspired by Transcendentalism, clips from PBS Walt Whitman documentary

[Suggested Independent Reading Titles](#)**Instructional Strategies**

- *Interaction with texts:*
  - *students will read, annotate and discuss texts individually and in small groups aligning with standard*
- *Connections to content and considering multiple perspectives:*
  - *students will compare and contrast various perspectives relating to the development of early America, and discuss these perspectives during Socratic Seminars, small group dialogue, and smaller writing assignments aligning with standard*
  - *students will connect Unit 1 themes and issues to modern cultural experiences*
- *Routines for learning will promote the achievement of learning goals:*
  - *Daily warm-up questions, think/pair/share, shorter paragraph responses, reflection on goals aligning with standard*
- *Student feedback on learning and progress:*
  - *rubrics, grades, written and verbal feedback from teacher and peers when applicable aligning with standard*

**Vocabulary****Tier 2:**

literary movement  
reform  
civil  
advocate  
Romanticism  
Realism  
Transcendentalism  
abolition  
suffrage  
symbol

static / dynamic character

**Tier 3:**

*Words specific to the texts being read:*

*Some examples:*

*Of Mice and Men: anguish, derision, derogatory, complacent*

*Into the Wild: enigma, futile, indelible*

**Accommodations & Modifications**

*Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV show parodies, History Crash Course.) to build understanding.*

*Use graphic organizers to guide notes, brainstorming, pre-writing, project planning*

*Highlight, bold, or underline main ideas in readings and in directions for writing assignments.*

*Provide students with summaries during close reading of historical documents*

*Provide guiding questions to complete during and/or after reading to endure and understanding of main ideas*

**Gifted & Talented (GT)**

*Provide supplementary or lengthier readings that reflect literary and historical ideas of the 19th century*

*Use inquiry-based practices and allow students opportunities to conduct additional research by way of adding more than the required sources to their literary analysis essay or performance assessment*

Example: [Recommended Accommodations & Modifications for Curriculum Implementation](#)

**Interdisciplinary Connections & 21st Century Themes & Skills**

While students are learning about the Civil War, Reconstruction, and Social Reform, in US History 1, they will read and analyze literature of the time period, as well as informational texts such as essential 19th century speeches and essays. This interdisciplinary approach will expand students' understanding of the themes and issues of the time period. In addition, students will encounter interdisciplinary lessons and assignments that connect historical events to literary topics and themes.





# Black Horse Pike Regional School District

## American Studies

## Unit 4: In Search of the American Dream

Revised Summer 2023

### Unit Overview

***This section describes WHAT comprises the unit in terms of content and student learning.***

This inquiry-based unit focuses on the relationship between success and the American Dream and explores the extent to which the definition of success is reliant on culture, environment, experience, and perspective. Students will study and analyze non-fiction and argument texts, including historical documents, engaging in annotated close readings of these texts in order to continue to build critical reading skills and understand the American Dream as defined by multiple perspectives. Students will use these multiple interpretations of the American dream to inspire their own historical narratives told from this person's perspective that has been shaped by their experience as a marginalized group. Working collaboratively, they will further analyze and evaluate these multiple perspectives in order to teach the class a new aspect of American history not previously covered such as a female's perspective on the Salem Witch Trials or African American's involvement in Westward Expansion.

### Essential Questions:

- ***How are belief systems represented and reproduced through history, literature, art, and music?***
- ***How do beliefs, ethics, or values influence different people's behavior?***
- ***How does literature reveal the values of a given culture or time period?***
- ***How does the study of fiction and nonfiction texts help individuals construct their understanding of reality?***
- ***In what ways are all narratives influenced by bias and perspective?***

### Learning Targets & Standards

Students will work towards the following reading targets:

- read, annotate, texts such as "The Chinese Must Go" and *Grapes of Wrath* both independently and collaboratively with a particular focus on narrative writing
- show understanding of texts through analysis of text excerpts, as well as comprehension of plot, theme, character, and conflict
- show understanding of texts and unit themes such as changing cultural values and the impacts of bias on perspective through written work, student-led discussion, teacher-led discussion, and creative assignments
- make connections to content by relating textual themes to their own experiences
- consider multiple perspectives by studying the diverse voices of early America, including those of historically marginalized groups
- write daily and show understanding of Unit 4 concepts through shorter reflections and commentary and longer creative writing pieces such as the historical narrative
- learn text-specific vocabulary related to larger themes of bias and perspective to deepen comprehension
- collaborate with their peers through various discussion activities that exploit different perspectives on the American Dream and reconcile discrepancies
- Plan and design a creative product that reflects on the various factors that define and change the definition of the American Dream

### **Through the close reading and annotation of a novel:**

*RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.*

*RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.*

*RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.*

*RL.PP.9-10.5. Determine an author's lens in a text and analyze how an author uses rhetorical devices to advance a point of view.*

*RL.CT.9-10.8. Analyze and reflect on how an author draws on, develops or transforms source material of historical and literary significance and how they relate in terms of themes and significant concepts.*

## **Through partner and small group discussions, whole-class Socratic Seminar, and collaborative tasks:**

*SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*

*A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*

*B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.*

*C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*

*D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.*

## **Through writing a historical narrative and writing workshop, as well as smaller text-based writing assignments and performance assessment:**

*W.IW.9-10.2-3 Write a historical narrative that integrates historical information to an imagined story using various writing techniques for the effect*

- *Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*
- *Use precise language and domain-specific vocabulary to manage the complexity of the topic.*
- *Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.*
- *Provide a concluding paragraph or section that supports the information or explanation presented (e.g. articulating implications or the significance of the topic).*

## **Through planning, revising, and editing of writing:**

*W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.*

*W.RW.9-10.7. Write routinely over extended time frames (with time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

## **Through the close reading and analysis of historical documents such as Henry Adams's statement before the U.S.Senate in 1880s and "The Chinese Must Go:" A Farce in Four Acts by Henry Grimm, :**

*RI.CI.9-10.2 Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.*

*RI.IT.9-10.3 Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*

*RI.TS.9-10.4 Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text.*

*RI.PP.9-10.5 Determine an author's purpose in a text and analyze how an author uses rhetorical devices to advance that purpose.*

*RI.CT.9-10.8 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.*

Assessments:**Summative/Performance Assessments Plan**

MAJOR ASSESSMENTS (2) = 40%

**1. Writing Workshop (20%):** Historical Narrative Writing: narrative written from a marginalized person's perspective which includes historical details from the time period in which they lived (W.NW.9-10.3.A-E)

**2. Inquiry-Based Performance Assessment** (20%): Expert/Novice Presentations

For example:

- Teach the Class Project: Students take on the role of the teacher, and create their own essential questions based on a specific time period/historical event that was not covered during class; the class will be able to display a skill/answer that essential question (SL.9-10.4)
- Ted Talk: write and perform Ted Talk that addresses a specific essential question listed for Unit 4: Search for the American Dream (SL.9-10.5.)

**Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%)**

1. Class Activities such as gallery walks, commentary writing, or graphic organizers
2. Comprehension questions, text analysis, annotation, and reading check quizzes related to Unit 4 literature and informational text
3. Socratic Seminar and small-group discussion

Benchmark for Reading: Nonfiction text (MC & OE responses paired with visual text = 0%),

Instructional Strategies & Unit Resources:Unit Resources

**Anthology:** *The American Experience*, Prentice Hall

**Short Fiction/Nonfiction** – “Winter Dreams” (Fitzgerald), “The Turtle” excerpt from *Grapes of Wrath*, “Speech to the Virginia Convention” (Henry), “Declaration of Independence,” from *The American Crisis*, *Common Sense* (Paine), excerpts from Benjamin Franklin’s autobiography, JFK’s Inaugural Address, “American Dream” from *Identities and Issues in Literature* (see curriculum document for additional texts); [The American Dream: A Biography](#) (*Time Magazine*)

**Long Fiction/Nonfiction**– *The Great Gatsby*, *The Death of a Salesman*, *Of Mice and Men* Independent Reading Options (see curriculum document for suggestions)

**Poetry** – “The New Colossus” (Lazarus), “We Wear the Mask” (Dunbar), “Richard Cory” (Robinson), “Dust Bowl Blues” (Guthrie), “I Hear America Singing” paired with “I, too, Sing America”

**Multimedia:** clips from *The Pursuit of Happyness*, *Kingfisher*, *Pleasantville*, and/or *The Soloist*

**Instructional Strategies**

- *Interaction with texts:*
  - *students will read, annotate and discuss texts individually and in small groups aligning with standard*
  - *Socratic seminars based on reading shorter and longer texts within the unit*
- *Connections to content and considering multiple perspectives:*
  - *students will compare and contrast various perspectives relating to the development of early America, and discuss these perspectives during Socratic Seminars, small group dialogue, and smaller writing assignments aligning with standard*

- students will connect Unit 1 themes and issues to modern cultural experiences
- Routines for learning will promote the achievement of learning goals:
  - Daily warm-up questions, think/pair/share, shorter paragraph responses, reflection on goals aligning with standard
- Student feedback on learning and progress:
  - rubrics, grades, written and verbal feedback from teacher and peers when applicable aligning with standard

## Suggested Independent Reading Options

### Vocabulary

#### **Tier 2:**

Imagery  
 Symbolism  
 Pacing  
 Linear / non-linear storytelling  
 Flashback  
 Foreshadowing  
 Chronological  
 Suspense

#### **Tier 3 (text-specific words used throughout the unit)**

Words specific to the texts being read

Some examples:

*The Great Gatsby:* Complacent, Infinit, Contiguous  
*Grapes of Wrath:* Tenant, Implement, Sate

*Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV show parodies, History Crash Course.) to build understanding.*

*Use graphic organizers to guide notes, brainstorming, pre-writing, and project planning*

*Highlight, bold, or underline main ideas in readings and in directions for writing assignments.*

*Provide students with summaries during close reading of historical documents*

*Provide guiding questions to complete during and/or after reading to endure and understand of main ideas*

#### **Gifted & Talented (GT)**

*Provide supplementary or lengthier readings that reflect similar conflicts related to community*

*Use inquiry-based practices and allow students opportunities to conduct additional research by way of adding more than the required sources to their expository essay or performance assessment*

## Interdisciplinary Connections & 21st Century Themes & Skills

While students are learning about the Restoration and growth of industry in US History 1, they will read and analyze literature of the time period, as well as informational texts such as essential early American historical documents. This interdisciplinary approach will expand students' understanding of the themes and issues of the time period by comparing and contrasting the definition and search for the American Dream then and now.

### **Career and Life Readiness**

9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media

9.4.12.IML.2: *Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources*

9.4.12.IML.8: *Evaluate media sources for point of view, bias, and motivations*