

Grade Level:	10th	Course Title:	American Literature (American Studies)	Name of Unit:	Civil War and Reconstruction
		Content Competencies			
<u>ELA Common Core Course Standards:</u> • RL.5.9-10 • RI.6.9-10 • W.7.9-10 • W.9.9-10 • L.2.9-10 • L.3.9-10		Textual Analysis: Use logic in order to comprehend, analyze, and critique a variety of increasingly complex literature and informational texts. Writing: write well-structured arguments, narratives, and informative/explanatory pieces. Speaking and Listening: speak and listen purposefully, making strategic decisions about content, rhetoric usage, and speaking style. Research: effectively perform short as well as more sustained research-based assessments. Language: Apply Recurring Demonstrations of Language			
		Transfer			
		[What kinds of long-term independent accomplishments are desired? <i>Students will be able to independently use their learning to ...</i>] • Understand and apply knowledge previous knowledge to a new text • Analyze historical context through various types of literature and song • Make connections and create a product that reflects their learning in both English and History • Describe literary elements through art, writing, and other mediums • Understands and uses vocabulary and its connotations in the context of the course texts. • Makes connections between and among the works in the course, the world at large, and oneself.			

	• Utilize reasoning skill in analyzing problems and develop solutions • Develop critical thinking skills to better identify fact from unverified information • Develop the skill of writing as a means of communication or persuasion. • Understand the principle of cause and effect through writing.	
Possible Resources: • The Narrative Life of Frederick Douglass by Frederick Douglass • The Pit and the Pendulum by Edgar Allen Poe • Sonny's Blues by James Baldwin • Literary devices in Romanticism Summative • Frederick Douglass test	Meaning	
	UNDERSTANDINGS: [What specifically do you want students to understand? What inferences should they make?] <i>Students should understand that...</i> • Civil War and the reconstruction that followed can be understood through many different lenses	ESSENTIAL QUESTIONS: [What thought-provoking questions will foster inquiry, meaning-making and transfer? What will <i>students keep considering?</i>] • What is American Character? • How did the Civil War impact the American Experience?
	Acquisition of Knowledge [What facts and basic concepts should students know and be able to recall?] <i>Students will know...</i> • Romanticism ○ Art ○ Literature ○ History	Acquisition of Skills [What discrete skills and processes should students be able to use?] <i>Students will be skilled at...</i> • Applying historical context through varying lenses to show their understanding

	○ US versus Europe ● Civil War Songs ● Important events in Frederick Douglass's life, and how they lead to him becoming a well known abolitionist and orator. ● Literary devices	● Conducting research about a variety of topics related to the Civil War in order to present their newly found knowledge ● Explaining their cross-curricular knowledge of the Civil War through physical, written, and technological expressions ● Recognizing literary devices and applying them to their own writing.
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