

An Early American Cultural Appreciation **FESTIVAL!**



The Task

You and a group of assigned students will come up with an intriguing performance/ presentation that will overwhelmingly wow! the Festival judges (Dr. Carolyn. Ms. Goguen, and ?), that is grounded in one particular Early American Literature Text.

You'll create a Cultural Appreciation **FESTIVAL!**

Your team must demonstrate a collective understanding and appreciation of:

- ** Early American Life
- ** Early American Literature
- ** Early American Voice

Your team must create an entertaining presentation through multimodal intertextuality:

- ** digital/ hyperlinked
- ** audio
- ** visual
- ** video
- ** print handouts

Your presentation could include one or more of the following:

- an original short film;
- a one-act play;
- an interpretive dance;
- an original song/ lyrics/ chant/ proverbs/ folktales;
- and/or another intriguing presentation method.

AND your group must include written material that will be handed out as well to the Judges such as pamphlets, petitions, art, poems, music lyrics, and/or other documents that will support the issues you uncover and the interpretive perspective you take. Whichever approach you take, you must take on an Early American Voice so that your perspectives are those of the composers you are studying and teaching to your classmates.

What is the "Early American Voice?"

Your design for your **FESTIVAL!** must demonstrate a keen comprehension of Early American Voice from the past. Christopher J. Lucas, in "Schooling and American Life: In Search of a Post-Revisionist Interpretation," says, "Conspicuous by its absence is any coherent frame of reference to focus historiographical endeavor.. It has become obvious, moreover, that they are deep and abiding differences among scholars as to the meaning and significance of the past."



It is your responsibility to define Early American Voice in a way that is specific, introspective, and relevant to students in contemporary society so that your

interpretation of the "meaning and significance of the past" become evident.

Why should we examine Early Americanism? We can gain critical distance from our own "normal" perspectives. We can see how our contemporary orientations limit our appreciations for the past. We can trace the roots that established this country in which we all now live. You will become a literacy scholars who poses far-reaching questions about who speaks for whom, under what conditions, and to what ends in commonly-disseminated texts. Inquiry into Early American Life, Literature, and Voice focuses on social and cultural concepts. These include subjectivity, identity, power, and knowledge. Your **FESTIVAL!** can have great power because it can interrogate commonly-accepted (also called "master") discourses around resistance, representation, agency, migration, and gender, among other issues.

You will learn a lot about society and culture as you design your **FESTIVAL!**

The Process

1. You will be working alongside other assigned students.
2. Your task is to present an Early American Cultural Appreciation Festival to a small group of students. Your presentation must be comprehensive and fun while also focusing on one Early American literature text from a provided list.
3. You and your fellow teammates must decide how you wish to communicate this objective in the most appropriate manner. Partially, that will emerge from decisions you make individually as well as a group.

4. Each student will present her or his own part of a larger group presentation. Presentations should take about 20 minutes. Each student will be graded individually. Each student must meet all components of the rubric. The rubric requires that you build your presentation on your personal Google website and that you incorporate visual, audio, digital, visual, **and** print texts.
5. You and your team will devise a plan of “attack.” You must decide WHAT components you each will need to include. You must start by making a collaborative Google Doc that is a blueprint of your entire group’s design.
6. You are welcomed to find your own sources, but here are some helpful websites that might work for you, too.
7. Please include a Works Cited page with your individual presentation. **Also**, 12H students, please include at least two peer-reviewed, scholarly research articles in your source list.

List of possible sources:

[Interpreting Ideas in Early American Literature](#)

[American Literature](#) from Wikipedia

[USA and Colonial Period to 1776](#)

[The Meaning of Life](#)

[Religion in Colonial American Life](#)

[What is American Literature?](#)

[Allegory in America: From Puritanism to Post-Modernism](#)



NOW, the fun part! Make your presentation fun, entertaining, and engaging! Be sure that your presentation is eye catching. It should contain supported facts and be persuading. Give examples of texts and authors (Early American, of course). Include Early American cultural activities as if you were actually living in the time period in which your author wrote. Try to capture our collective Early American

pasts.

Evaluation

Please include a Works Cited page with your individual presentation. Also, for English 12CP extra credit, include at least two peer-reviewed, scholarly research articles in your source list. Each project will be graded according to the **Rubric for Early American Cultural Appreciation FESTIVALS** (see this rubric by clicking this [separate document](#)).