**A New Nation**

**This six-week unit, the second of six, examines the writers and documents associated with the founding of the new American nation, as well as some of the poetry and other prose of the time.**

* [Show All](http://commoncore.org/free/index.php/maps/grade_11_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_11_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_11_unit_2/#top)

**Overview**

* + Building on the themes explored in unit one, students trace the movement towards revolution and the colonists’ desire to establish a new government, noting the differences in opinions between federalists and anti-federalists and how the arguments were made. Students compare the radical purpose and tone of the *Declaration of Independence* to the measured and logical tone of the Preamble to the Constitution. They will analyze the expression of conflict between colonists and the British government, between colonists and Native Americans, and between colonists and slaves. They will begin to recognize the emerging theme in American literature of “American exceptionalism.” Art works from the period will be examined for their treatment of similar themes.
* [Show All](http://commoncore.org/free/index.php/maps/grade_11_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_11_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_11_unit_2/#top)

**Focus Standards**

* + These Focus Standards have been selected for the unit from the Common Core State Standards.
    - **RL.11-12.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
    - **RI.11-12.5:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
    - **RI.11-12.8:** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
    - **RI.11-12.9:** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
    - **W.11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    - **SL.11-12.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
    - **L.11-12.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[Common Core State Standards, ELA](http://commoncore.org/free/resources/CCSSI_ELA_Standards.pdf) (1.5 MB)

* [Show All](http://commoncore.org/free/index.php/maps/grade_11_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_11_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_11_unit_2/#top)

**Suggested Student Objectives**

* + - Identify defining themes in American literature, such as American exceptionalism.
    - Identify and explain the historic and literary significance of America’s founding documents.
    - Analyze how tone is established in persuasive writing.
    - Analyze the use of literary elements in persuasive writing.
    - Compare and contrast points of view on related issues.
    - Analyze the qualities of an effective argument (i.e., examine the truthfulness and validity of the argument, as well as its rhetorical devices).
    - Apply knowledge of effective arguments when writing one of your own.
* [Show All](http://commoncore.org/free/index.php/maps/grade_11_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_11_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_11_unit_2/#top)

**Suggested Works**

* + (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

**Literary Texts**

**Poems**

* + - “The Star-Spangled Banner” (Francis Scott Key)
    - “The Wild Honeysuckle” (Philip Freneau)
    - “The Indian Burying Ground” (Philip Freneau)

**Prose**

* + - *The Autobiography of Benjamin Franklin* (Benjamin Franklin)
    - *Equiano’s Travels*: *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African* (Olaudah Equiano)

**Informational Texts**

**Informational Text**

* + - “Declaration of Independence” (Thomas Jefferson) (E)
    - “Virginia Statute of Religious Freedom” (Thomas Jefferson) (EA)
    - Letter to John Adams (1 August 1816) (Thomas Jefferson) (EA)
    - Benjamin Banneker's Letter to Thomas Jefferson (August 19, 1791)
    - Thomas Jefferson's Letter to Benjamin Banneker (August 30, 1791)
    - Preamble to the Constitution (E)
    - “The Way to Wealth,” *Poor Richard’s Almanack* (Benjamin Franklin) (selections)
    - Speech to the Virginia Convention (Patrick Henry) (E)
    - *Common Sense* or *The Crisis* (Thomas Paine) (E)
    - *Federalist* No. 1 (Alexander Hamilton) (E)
    - *Federalist* No. 10 (James Madison)
    - *The Complete Anti-Federalist* (Herbert J. Storing) (selections)
    - *Letters from an American Farmer* (J. Hector St. John de Crèvecoeur) (selections)

**Art, Music, and Media**

Prompt:  How did artists portray historical figures and events from the founding of America?

**Art**

* + - Emanuel Leutze, [*Washington Crossing The Delaware*](http://en.wikipedia.org/wiki/File:Washington_Crossing_the_Delaware_by_Emanuel_Leutze,_MMA-NYC,_1851.jpg) (1851)
    - John Trumbull, [*Declaration of Independence*](http://en.wikipedia.org/wiki/File:Declaration_independence.jpg) (1819)
    - John Copley, [*Paul Revere*](http://www.paul-revere-heritage.com/pictures/picture-big1.html) (ca. 1768)
    - Thomas Pritchard Rossiter, [*Washington and Lafayette at Mount Vernon*](http://www.metmuseum.org/works_of_art/collection_database/american_paintings_and_sculpture/washington_and_lafayette_at_mount_vernon_1784_the_thomas_pritchard_rossiter/objectview_enlarge.aspx?page=1&sort=0&sortdir=asc&keyword=lafayette%20and%20washington&fp=1&dd1=2&dd2=0&vw=1&collID=2&OID=20012321&vT=1) (1859)
    - Gilbert Stuart, [*James Monroe*](http://www.metmuseum.org/works_of_art/collection_database/american_paintings_and_sculpture/james_monroe_gilbert_stuart/objectview_enlarge.aspx?page=1&sort=0&sortdir=asc&keyword=gilbert%20Stuart&fp=1&dd1=2&dd2=0&vw=1&collID=2&OID=20013040&vT=1) (ca. 1820-1822)
    - Gustavus Hesselius, [*Lapowinsa*](http://en.wikipedia.org/wiki/File:Gustavus_Hesselius-Lapowinsa.jpg) (1735)
    - Auguste Couder, [*Siège de Yorktown*](http://en.wikipedia.org/wiki/File:Bataille_de_Yorktown_by_Auguste_Couder.jpg) (ca. 1836)
* [Show All](http://commoncore.org/free/index.php/maps/grade_11_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_11_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_11_unit_2/#top)

**Sample Activities and Assessments**

* + ***Teachers Note:*** *After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar/essay question. Ideas are student generated in this way. (Seminar/Essay assignments may include more than one question. Teachers may choose one or all the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. (Click here to see a sample seminar scoring rubric.) Page and word counts for essays are not provided, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays. In future iterations of these maps, links to samples of student work will be provided.*

**Collaborate**

Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.11-12.1, SL.11-12.1)

**Essay**

Imagine that you are an early American colonist. Write a letter to a family member or friend persuading him or her to join your fight for American independence. Use at least three pieces of textual evidence to support an original thesis statement. (W.11-12.1, W.11-12.9b)

**Essay**

Write essay in which you explain Madison’s use of the term “faction” in *Federalist* No. 10. Use at least three pieces of textual evidence to support an original thesis statement. (RI.11-12.4, W.11-12.2, W.11-12.9b)

**Seminar and Essay**

Do The Declaration of Independence and The Constitution share similar tones? Why or why not? Use at least three pieces of textual evidence to support an original thesis statement. (RI.11-12.9, W.11-12.9b, SL.11-12.1)

**Research Paper**

Select one of the texts studied and write a research paper in which you trace the enduring significance of the work through contemporary American history. Cite at least three secondary sources to support an original thesis statement. (W.11-12.7, W.11-12.8, W.11-12.9).

**Oral Presentation**

Students will prepare and give a formal oral presentation of the research paper, fielding questions from peers. (SL.11-12.3, 4)

[Scoring Rubric](http://commoncore.org/free/resources/Socratic_Seminar_Rubric_SP.doc)

* [Show All](http://commoncore.org/free/index.php/maps/grade_11_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_11_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_11_unit_2/#top)

**Additional Resources**

* + [The Declaration of Independence: “An Expression of the American Mind](http://edsitement.neh.gov/view_lesson_plan.asp?id=723)” (National Endowment for the Humanities) (RI.11-12.2, RI.11-12.5)

This lesson plan is divided into two parts; teachers can choose to use one or both of them:

* + - Activity 1: The structure of the Declaration: introduction, main political/philosophical ideas, grievances, assertion of sovereignty.
    - Activity 2: The ideological/political origins of the ideas in the Declaration.

[Jefferson vs. Franklin: Renaissance Men](http://edsitement.neh.gov/view_lesson_plan.asp?id=413) (National Endowment for the Humanities) (RI.11-12.5)

[Jefferson vs. Franklin: Revolutionary Philosophers](http://edsitement.neh.gov/view_lesson_plan.asp?id=414) (National Endowment for the Humanities) (RI.11-12.1)

[Africans in America (Part 2)](http://www.pbs.org/wgbh/aia/part2/title.html) (PBS) (RL.11-12.1, RI.11-12.1, LS.11-12.2)

* [Show All](http://commoncore.org/free/index.php/maps/grade_11_unit_2/) | [Hide All](http://commoncore.org/free/index.php/maps/grade_11_unit_2/) | [Top](http://commoncore.org/free/index.php/maps/grade_11_unit_2/#top)

**Terminology**

* + - aphorism
    - Deism
    - federalism
    - anti-federalism
    - heroic couplet
    - maxim
    - natural law
    - salvation
    - separation of church and state