Unit 02: Revolutionary Period 1750 - 1820 and Persuasive Writing

Content Area: **English**
Course(s): **English 3**
Time Period: **Semester 1**
Length: **3 - 4 Weeks**
Status: **Published**

Unit Introduction

The Age of Reason or the Revolutionary Period in American Literature (1750-1800)

This period of the American literature took place in the most important part of the history of the U.S.A because in that period was their independence. All the works were inspired by political things; puritan's belief had been forgotten.

The 18th-century American enlightenment as a movement marked by an emphasis on:

- Rationality rather than tradition
- Scientific inquiry instead of unquestioning religious doctrine
- Representative government in place of monarchy.

Important writers: Thomas Jefferson, Benjamin Franklin, Thomas Paine, Patrick Henry, James Madison, among other are often referred to as our "Founding Fathers."

Enlightenment thinkers and writers, such as Benjamin Franklin and Thomas Paine, were devoted to the ideals of justice, liberty, and equality as the natural rights of man.

Genre/Style: Political - Pamphlets, Travel Writing, and highly ornate persuasive writing.

Effect/Aspects: Patriotism and pride grows, creates unity about issues, and creates American character.
Historical Context: Encouraged Revolutionary War support.

"Focus on "REASON"
By the end of the 1700s, the Puritan influence on America began to decrease.
Writers used reason and logic –instead of the teachings of the Bible –to support their arguments.
People had come from all over Europe to the American colonies.
But were the colonists happy, overall, with the situation they were in?

Of Course NOT…

- 1765 Parliament passes the Stamp Act, which taxes newspapers, almanacs, and legal documents in the colonies.

- 1770 Boston Massacre (5 civilians die at the hands of British soldiers).
- December 1773 The Boston Tea Party.
- 1774 Intolerable Acts passed by King George III.
- April 19, 1775 Revolutionary War begins.
- July 4, 1776 Declaration of Independence approved by Second Continental Congress.

- 1783 United States wins its independence.

How do the events of a given time influence what is written?
But how did the Revolutionary War affect the literature that was produced?

- The most important pieces of literature during the AGE OF REASON, were political documents, speeches, and pamphlets(short, concise works that usually argue for or against a political cause.)

- Non-fiction (such as the forms mentioned above) was far more influential than fiction.

How Writing Changed

- Writing was less private and religiously based

- Writing came away from the Plain Style and became full of flourish and colorful language

- Writing was influenced by the Revolutionary War and the growing American spirit of individualism and self-reliance.

Major events timeline in American Revolutionary Period

1. 1754-1763 – French and Indian War
2. 1765 – Stamp Act
3. 1767 – Townshend Acts
4. 1770 – Boston Massacre
5. 1774 – First Continental Congress
6. 1775 – Lexington and Concord
7. 1776 – Declaration of Independence
8. 1781 – Revolutionary War ends
9. 1787 – Constitution

Reference: http://americanliteratureinulat.com/2012/08/the-age-of-reason-or-revolutionary.html

Progress Indicators for Reading Literature

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural

	context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Progress Indicators for Reading Informational Text

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.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.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global 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).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Progress Indicators for Writing

LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	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.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	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.

LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9.B	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Progress Indicators for Speaking and Listening

LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Progress Indicators for Language

LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

* What are the features of the self-made individual?

* What persuasive techniques did these writers employ?

* What are the features of a narrative and its respective narrator?

Content/Skills

The Literature Selections include, but are not limited to:

1. "The Autobiography (of Ben Franklin)" page 71

2. "Poor Richard's Almanack" page 75

3. "Franklin's Thirteen Virtues" (photocopy)

4. "Speech at the Virginia Convention" page 80

5. "Common Sense" page 87

6. "The Crisis: Number 1" page 88

7. "Letters from an American Farmer" page 104

8. Dr. M. L. King, Jr's "I Have A Dream" Speech (photocopy)

9. "The Declaration of Independence"

10. "On Being Brought from America to Africa" page 66

11. "To S.M., A Young African Painter on Seeing His Works." page 67

12. Benjamin Franklin's Epitpah

Supplementary Resources:

Introductory Video: http://www.youtube.com/watch?v=jaGJNxCxB-s

Vocabulary Applications include, but are not limited to:

Honors/Accelerated:

Mirror and Windows: Connecting with Literature, American Tradition UNIT 2 words in context

Literary terms and related words in context to reading selections

College Prep:

Advanced Vocabulary Skills, Fourth Edition

Literary terms and related words in context to reading selections

Independent Reading Selections tied to Themes or Time Period:

Political Pamphlets, such as *Common Sense* (1776) by Thomas Paine

Captivity Narrative, such as *A Narrative of Colonel Ethan Allen's Captivity* (1779) by Ethan Allen

Fiction and Poetry, such as "McFingal" (1775) by John Trumbull and *The Contrast* (1787) by Royall Tyler

Women and Minorities, such as Letters of Abigail Adams by Abigail Adams; "To His Excellency George Washington" (1775) by Phillis Wheatley; and *The Interesting Narrative of the Life of Olaudah Equiano* (1789) by Olaudah Equiano

American Enlightenment and Nationalism, such as *Letters from an American Farmer* (1782) by J. Hector St. John de Crèvecoeur