

05_The Seventeenth and Eighteenth Centuries (1625- 1798) Copied from: English 3, Copied on: 11/15/23

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **6-8 Weeks (30-40 Days)**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand:

- The thematic focus of the works by John Milton, John Donne, Ben Jonson, Andrew Marvell, and Daniel Defoe mimic the concerns and emotions of today, such as the concept of the value of human connections, empathy and the effect of disease and war where uncertainty is created and life must be treasured and preserved.
- The topics of satire addressed by Jonathan Swift, specifically warfare, poverty, politicians, prejudice and religious conflicts, are universal and continue to be the focus of writers of the 21st century.

CONTENT AREA STANDARDS

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.

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.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and

developed).

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. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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).

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.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

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]”).

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
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.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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.RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
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.
SOC.6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.14	Contemporary United States: Domestic Policies (1970–Today) Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.

An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

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- Metaphysical poetry appeals to the mind rather than to the emotions through extended comparisons between ideas not usually related with each other, through paradox and conversational rhythm.
- The theme of carpe diem was popular during the troubled era of 17th century England.
- Satire is a bold and powerful expression of opinion which is often masked in humor in order to reach a wide audience.
- Accurate journalistic fiction can be a valuable lesson in the understanding of actual historic events.

Procedural Knowledge

Students will be able to:

- Identify paradox, metaphysical conceits, satire, and black humor.
- Analyze the satiric technique of the 17th and 18th centuries' writers
- Compare and contrast issues confronting 17th and 18th century writers to the issues confronting the contemporary world
- Compare and contrast literary text to an American historical event
- Determine commonalities between chosen song lyrics and poems from Romantic poetry

- Create an Instagram account for a chosen poet with explanations for each photo choice

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Mock Trials
- Debates
- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Modified Rubrics
- Teacher/Student Conferences

Summative Assessments

- Essay/Project: Write a satirical essay, cartoon, or create a video demonstrating an understanding of satire.
- Tests
- Create a chart that shows the literary, social, and political aspects of the Enlightenment

Formative Assessments

- Reading comprehension quizzes
- Homework to include Guide for Responding questions from textbook
- Keys to Literacy Organizers

Benchmark Assessments

- iXL
- Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Core Texts
- Excerpts from Paradise Lost
- Excerpts from Robinson Crusoe
- Excerpts from one of Ben Jonson's satires (i.e. Every Man in His Humour, Volpone, The Fox, The Alchemist, or Bartholomew Fair)
- John Donne and Andrew Marvell's poetry
- Literary Criticisms
- Technology Infusion: computer/internet research on the time period

INTERDISCIPLINARY CONNECTIONS

Social Studies:

- Since the thematic focus mimics the concerns and emotions of today, such as the concept of the value of human connections, empathy and the effect of disease and war where uncertainty is created and life must be treasured and preserved, students will research current events where these same themes are prevalent.

Dramatization
Mock trials/debates
Cinematic Analysis
Visual Language
Electronic media

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

