

## Unit 2: Revolution & Birth of Nation

**Start day:** 57

**Meetings:** 21 days

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### Skills and Concepts

- Understand the shift from Puritan faith-based values to Enlightenment thinking
- Analyze the use of persuasive techniques and rhetorical strategies in historical documents/speeches.
- Demonstrate understanding of persuasive techniques and rhetorical strategies.
- Integrate specific textual evidence into an argumentative speech.
- Structure and deliver an effective argumentative speech.

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### Unit Summary

In this unit, students explore the political writings and central themes of the American Revolution and the Enlightenment. The unit begins with a variety of short, non-fiction texts from revolutionary writers; emphasis is placed on the shift from Puritan faith-based values to Enlightenment thinking. The focus shifts to persuasive speech writing using models from both Revolutionary and contemporary periods. The unit concludes with students delivering an original persuasive speech to their peers.

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### Essential Questions

How did America develop its unique identity and become an effective independent nation?

- How did America develop a unique identity inspired by revolutionary/Enlightenment thinkers?
- How did the Age of Reason influence early American literature?

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### Learning Progressions

Cluster	Before	During	After
Reading			
Writing			
Speaking/Listening			
Language			

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## Academic Vocabulary Tier II

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### Domain Specific Vocabulary

Political Speech

Address

Sermon

Antithesis

Rhetorical Question

Parallelism

Restatement

Repetition

Ethical, Logical, and Emotional Appeals

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### Literary Texts

#### ANCHOR TEXTS:

**“SPEECH IN THE VIRGINIA CONVENTION,” PATRICK HENRY**

#### PERSUASIVE SPEECHES OF CHOICE (SOME SELECTIONS ON AUDIO/VIDEO)

- “Speech in the Convention,” Benjamin Franklin
- “Inaugural Address,” John F. Kennedy
- “I Have a Dream,” Martin Luther King
- “A More Perfect Union” Speech by Barack Obama
- “Speech at the Democratic Convention” Michelle Obama

#### **“A NATION IS BORN: EARLY NATIONAL LITERATURE (1750-1800)”**

## **“THE DECLARATION OF INDEPENDENCE,” THOMAS JEFFERSON**

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### **Informational Texts**

#### **SUPPLEMENTARY TEXTS:**

“The Crisis, Part 1,” Thomas Paine

From “The Autobiography,” and “Poor Richard’s Almanack,” Benjamin Franklin

“Letter to Her Daughter from the New White House,” Abigail Adams

“Letters to an American Farmer,” de Crevecoeur

A Summary of Aristotle’s Appeals

#### **TEXT ACCESS POINTS:**

1. eNotes.com
2. Gutenberg Files
3. Library of Congress
4. americanrhetoric.com
5. youtube.com
6. <http://www.readwritethink.org/>
7. [www.courses.durhamtech.edu/perkins/aris.html](http://www.courses.durhamtech.edu/perkins/aris.html)

Ted.com

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### **Suggested Interims - Benchmarks**

1. Focus Correction Area Writings: stance, transitions, use of evidence, topic sentences, organization
2. Comprehension Quizzes for Selected Readings: multiple choice and on-demand writing responses

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### **End of Unit Common Task**

1. Argumentative Speech (independent presentation)
2. Quarterly Test (cold-read/on-demand writing)

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### **Learning Plan Instructional Strategies**

## 1. Instructional strategies/activities:

- a. Reading: graphic organizers, note-taking, active reading, summary and analysis, identifying rhetorical devices and persuasive techniques
- b. Writing: use of rhetorical devices and persuasive techniques in speech writing, outlining
- c. Speaking and Listening: note-taking, speech listening guide

## 2. Core Shifts:

Research: independent research

Compare/Contrast: audio speeches, video speeches

Reading for Meaning: guided reading chart, guided reading questions, note-taking guides, active reading, preview questions, stop and write, reflective response

Vocabulary CODE: fist lists, power decoding, concept maps, use it or lose, metaphor and similes, 3-way tie, use it or lose it, 3's a crowd

Write to Learn: pre-writing activities, warm-up writing, Focus Correction Areas, preview questions, stop and write, reflective response, exit tickets, annotations

Circle of Knowledge: group discussions, presentations, shared inquiry questions, parking lots, chalk talk

Inductive Learning: Focus Correction Area writing, vocabulary strategies

- 3. Differentiation for struggling learners: Topic choice for speeches, choice in devices and techniques used, audio/visual mentor texts
- 4. Differentiation for extension: Using secondary sources for the argumentative speech
- 5. Common misperceptions
  - Students may not realize the distinction between a sermon, an address, and a political speech.
  - Students may not realize that letter-writing (an epistle) is a form with literary merit.

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## Core Shifts to be Incorporated

### Content

Name	Description	Type
Graphic Organizers from Core Six.docx	Graphic Organizers from Core Six.docx	label.contentType.docx

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**Differentiation for Struggling Learners**

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**Differentiation for ELLs**

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**Differentiation for Extension**

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**Common Misconceptions**

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**Instructional Resources**

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**Suggested and Required Text**