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| **Unit 4 – Early American Landscape and Minorities** | | | | | | |
| **Essential Questions** | | | | | | |
| |  |  | | --- | --- | | **Task** | **Questions** | | | | **#1 What makes a place unique?** | **#2 Why are there “haves” and “have-nots”?** | **#3 How are women’s roles changing?** | **#4 Does the universe care?** |
| **Predictions -**  about each of the questions | | |  |  |  |  |
| **EQ #1: What Makes a Place Unique?** | | | | | | |
| **Class Notes -**  Regionalism/  Local Color Review |  | | | | | |
| **Reflection –**  Question #1. | Based on what you have learned now about regionalism and local color answer the essential question. | | | | | |
| **EQ #2: Why are there “haves” and “have-nots”?** | | | | | | |
| **Compare/ Contrast**  Guilded Age vs. Have-Nots  *Page 644 – 645* | **Guilded Age vs. Have-Nots** | | | | | |
| **Class Notes –** Muckrakers/ The Jungle |  | | | | | |
| **Reading Notes -**  *The Jungle*  Discussion Questions | Draw illustration depicting scenes from *The Jungle*  *What techniques does Sinclair use to reveal the horrors of industry?*  *Sinclair’s purpose was to reveal the injustices on industry workers in order to promote change. How could he have been more successful in this? What changes should he have made?* | | | | | |
| **Reading Notes –**  *Lynch Law* | Read for understanding, then answer these questions:   1. What muck is being raked in this article? What techniques does the author use to fulfill her purpose?      1. How does this article compare to *The Jungle*? Is it more or less effective? Why?      1. Why would America NOT want to read these stories? What was the most shocking for you as a reader? | | | | | |
| EQ # 3 - **How are women’s roles changing?** | | | | | | |
| **Think/ Answer** | Do you believe this? 🡪 The advocacy of women's rights on the grounds of political, social, and economic equality to men. | | | | | |
| **Class Notes –**  Cult of Domesticity  *19th Century Family*  *True Womanhood*  *Spheres of Sexism*  *Rights of Women* |  | | | | | |
| **Class Notes –**  Fashion | Consider: *How does Fashion reflect societal values and gender roles?* | | | | | |
| **Class Notes –**  Advocates / Suffragettes |  | | | | | |
| **Reading Notes:**  Suffragette Songs | Write what you notice (word choice, imagery, etc). | | | | | |
| **Reading Notes:** | Critically read your assigned text. My assigned text was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. What is the author’s message? 2. What techniques does the author use to create this message? 3. Is the argument effective? Why or why not? | | | | | |
| **Reading Notes:**  Cite evidence from the story in the chart  *The Story of an Hour*  *Page 784 -787*  *“Her fancy was running riot… of joy that kills”* | What does Chopin mean when she described Mrs. Mallard as having “heart trouble”? Why is that important to the story? Connection to Cult of Domesticity?  How does Mrs. Mallard react when her sister first breaks the news of her husband’s death (lines 10 -12)?  In her room, what is she afraid of (line 30 – 36)? The setting of the story is very limited: it is confines to a room, staircase, and front door. How does this help express the themes of the story?  Why does she say “free, free, free” over and over (lines 37 – 38)?  What are these constraints? What is her reaction to this change (lines 44 – 48)?  How does Mrs. Mallard feel when she leaves her room with her sister (68 – 70)?  Who comes through the front door (72 – 74)?  What happens to Louise when she sees that her husband is still alive (78-79)?  In the story’s closing line, are the doctors correct in saying that Mrs. Mallard died “of the joy that kills”? How does the closing line add to the message or idea you have found in Mrs. Mallard’s thoughts and feelings as the story developed? | | | | | |
| **Writing –**  Self-Edit and Rewrite | Look over your district pre-assessment timed write. Reflect on how you have improved since the beginning of the year.  Rewrite the timed write using a thesis, correct organization, and making strong connections to the Cult of Domesticity.  Please write on a separate sheet of paper and attach to the packet. | | | | | |
| **EQ #4: Does the Universe Care?** | | | | | | |
| **Think/Answer –** | | The textbook does not have many racial minority voices for literature in unit 4. Why do you think that is? | | | | |
| **Reading Notes –**  White Man’s Burden | |  | | | | |
| **Reading Notes**  “Burdens”   * + Each person reads and takes notes on one of the poems:   + Share the main idea of your poem; what is the author saying, what is their commentary?   + After reading and discussing – choose one:   + Create a political cartoon as either brown, black, poor   + Create a poem for the women’s burden (Empowerment/response verse)   + Must have a written explanation | | Context: Written in 1899, during the Spanish-American War Expressed pro-imperialistic views (Imperialism: domination and subordination, dominant country ruling a distant land).   |  |  |  |  | | --- | --- | --- | --- | | Response to Kipling | Black | Brown | Poor | |  |  |  |  |   How are *Response to Kipling, Black Man's Burden, Brown Man's Burden*, and *Poor Man's* a reaction to *White Man’s Burden*? What is similar and different about these poems? | | | | |
| **Overall Reflection of the time** – Considering all of the questions and text you have read over the unit, what ideas and connections can you make? *Think about connections to history, predictions for the future of minorities, connections to today’s society.* | | | | | | |