Mrs. Nelson’s 11th grade American Literature English

Unit 1: Colonial American Literature

**OED Pretest:**

1. Discuss the use of the OED with students while reading 17th, 18th, and 19th century poetry and literature.

• Familiarity with the OED and using it as a reference guide and a resource.

• How to find the best meaning of the word as it is used in a poem or piece of literature.

1. Discuss Anne Bradstreet’s life and time. Read through Anne Bradstreet’s poem “To My Dear and Loving Husband”.

• Read through slowly and silently the first time.

• Read through a second time slowly and allowed.

• During the second read through write down words that are unfamiliar or may have another unknown meaning.

1. Search the OED for unfamiliar words or words that may have another unknown meaning.

• Find the meaning that best fits the word as it is used in the poem.

• Write down the meaning that best fits next to the poem.

4. Now, keeping in mind your new understanding of words and phrases, read the poem softly aloud again. Answer the following questions:

a. What do you think the poet was writing about in the poem? Explain in 2 or 3 sentences.

b. Did you understand the theme, meaning and context of the poem better after comprehending the unknown/unfamiliar words and usage? Explain in 2 or 3 sentences why or why not.

• Clarify the meaning of the poem as the poet had meant it to be read.

• Word meaning and usage is necessary for critical analysis.

Grading rubric: 20 points a word for complete definition as author is using it and for answering two follow-up questions. This assignment will be graded as a pretest.

**Anne Bradstreet Quiz:**

Multiple Choice:

1. In "To My Dear and Loving Husband," the speaker claims that her love for her husband is equal to

A. Her love for God.

B. Her husband's love for her.

C. Her love for all other persons.

 D. The love of any good woman for her husband.

1. What was Bradstreet’s meaning with lines 7 “My love is such that rivers cannot quench”?
2. My love for you is like a thirst that a river could not satisfy.
3. My love for you so great I am drowning.
4. My love is as deep as a river.
5. My love for you is as wide as a river.

True/False:

1. Anne Bradstreet’s Puritan religion would have seen women writing poetry as immodest. This is why her more original, private poetry was not published until after her death.

 True

Short Answer Essay:

1. Explain in a short paragraph what is Bradstreet’s meaning in Lines 11-12 “Then while we live, in love let's so persevere / That when we live no more, we may live ever.”? And why Bradstreet, who is a Puritan, would use references to the “riches of the East” in her poetry?

In line 1, Bradstreet is telling her husband that no matter the difficulties they face she will love him for as long as she lives. Line 12 continues the sentiment meaning that the love they share in life will continue into eternity. She says she loves him more than the "riches of the "East." During this era, when the world was being explored by Europeans, the East was seen as a place of unimaginable wealth and bounty.

Grading Rubric:20 points for each question

**Colonial American Literature Post Test:**

**Project 1: Evaluate**

Choose parts of Anne Bradstreet’s poem “To My Dear and Loving Husband” that you would change and write a letter to Anne Bradstreet suggesting the changes and why.

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| **Letter-Writing : Letter to Anne Bradstreet Rubric**Teacher Name: **D Nelson** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Ideas** | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |
| **Suggestion** | The letter contains at least 5 suggestions for change with explanations for why. | The letter contains 3-4 suggestions for change with explanations for why. | The letter contains 2 suggestions for change with explanations for why. | The letter contains 0-1 suggestions for change. |
| **Length** | The letter is 7 or more sentences per paragraph. | The letter is 5-6 sentences per paragraph. | The letter is 4 sentences per paragraph. | The letter is 3 or less sentences per paragraph. |
| **Grammar & spelling (conventions)** | Writer makes no errors in grammar or spelling. | Writer makes 1-2 errors in grammar and/or spelling. | Writer makes 3-4 errors in grammar and/or spelling | Writer makes more than 4 errors in grammar and/or spelling. |

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| **Project 2: Analysis**Create a multimedia biography of a 17th century American poet to be presented to the class. Poet must be approved by teacher.

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| **Multimedia Project : 17th Century American Poets Rubric**Teacher Name: **D. Nelson** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Content** | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors. | Content is minimal OR there are several factual errors. |
| **Sources** | Source information collected from recognized legitimate sources for all facts and quotes. All documented in desired format. | Source information collected from recognized legitimate sources for all facts and quotes. Most documented in desired format. | Source information collected from recognized legitimate sources for all facts and quotes, but not documented in desired format. | Very little or no source information was collected. |
| **Oral Presentation** | Interesting, well-rehearsed with smooth delivery that holds audience attention. | Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention. | Delivery not smooth, but able to hold audience attention most of the time. | Delivery not smooth and audience attention lost. |
| **Organization** | Content is well organized using headings or bulleted lists to group related material. | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | Content is logically organized for the most part. | There was no clear or logical organizational structure, just lots of facts. |

Rubrics created from: http://rubistar.4teachers.org/index.php?ts=1359345479